DOCUMENT RESUME

ED 221 268 PS 013 027

TITLE	BANANAS' Guide for Parents & Children. First Edition.
INSTITUTION	Bananas, Inc., Oakland, Calif.
REPORT NO	ISBN-914728-33-4
PUB DATE	May 82
NOTE	234p.
AVAILABLE FROM	Wingbow Press, 2940 Seventh Street, Berkeley, CA 94710 (Paper, $7.50).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Art; Children; *Community Resources; Day Care; Disabilities; Family Programs; Health; Housing; Learning Activities; Libraries; Nutrition; *Organizations (Groups); *Parent Materials; *Parents; Parks; Public Schools; Recreation; Resource Materials; Safety; *Social Services
IDENTIFIERS	California (Alameda County); Parenting

ABSTRACT

Written for residents of Alameda County, California, this guide to information, organizations, resources, and services related to parenting and children consists of numerous entries organized into four parts. Part 1 provides information to parents seeking child care. Part 2 suggests home learning and reading activities; lists libraries in the county; offers directions for art and music activities; briefly describes available art, music, dance, and theatre classes and programs; and provides information about television viewing, food, nutrition, and safety (this last regarding home, car, and traffic). Part 3 focuses on recreation, parks, and nature activities; car trips; and ecology. Discussion includes information about park and recreation departments, clubs, swimming pools, parks, camping sites, fishing regulations, sites of historical interest, museums, nature and animal preserves, and art and food trips. Suggestions for making use of recycling centers through ecology projects and trips are also made. Part 4 presents material on parenting, schools, family support services, children with special needs, housing and shelters, medical and health services, first aid, and emergency resources. Throughout the guide the addresses and phone numbers of organizations and services are given. For readers who want additional information and opportunities to become involved, lists of organizations, societies, and advocacy and other groups are provided for each area of content. (RH)

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BANANAS!

GUIDE

FOR PARENTS & CHILDREN

BANANAS'

Illustrations by
Amy Schwartz

GUIDE

FOR PARENTS & CHILDREN

Written by the Staff
of BANANAS
Child Care Information
and Referral Service
for Families
in Alameda County

WINGBOW PRESS
Berkeley 1982

PS 016027

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Wingbow Press books are published and distributed by Bookpeople, 2940 Seventh Street, Berkeley, California, 94710

"Early Warning Signals," published by State Department of Education, funded under provisions of the California State Implementation Grant for Preschool and Early Childhood Education for the Handicapped and the Preschool Incentive Grant reprinted here by permission.

Book Design: Bonnie Jean Smetts
Typesetting: Harrington-Young Typography
Printing: George Banta Company

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First Edition: May 1982

Library of Congress Cataloging in Publication Data
Main entry under title:

The Bananas' guide for parents and children.

Bibliography: p.
Includes index.

1. Child rearing--United States--Handbooks, manuals, etc. 2. Parenting--United States--Handbooks, manuals, etc. I. Bananas Child Care Information Referral and Support Service (Alameda County, Calif.)
HQ769.B3157 649'.1 82-6921
ISBN 0-914728-33-4 AACR2

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Introduction

BANANAS is the child care information and referral service which assists parents and child care providers living in Northern Alameda County. Our callers and visitors ask us questions on every conceivable topic connected with parenting and children (and beyond!). Over the past 10 years since our birth, we have assembled a wealth of information gathered in response to these questions. Our major purpose in compiling a Guide in the first place was to share this information with as many people as possible. The first BANANAS Guide was published in 1973, before the rash of "guides to this and that" erupted! It was 14 pages long, and we printed 500 copies. Now, four editions later, the Guide has grown and changed, but it is still offered in the same spirit of sharing and with the hope that it will be useful to its readers.

The last edition of the Guide sold out in 1978. We have been dreaming of a new edition since then. But our information and our horizons have expanded so greatly since that time that we began to despair of ever having the time and energy to put together a new version. Then our friends at Bookpeople stepped in and their generous offer of co-publishing gave us the inspiration and support we needed to get back to work. Without Terry Nemeth and the Bookpeople staff this Guide would never have been completed. Many other people helped us along the way—gathering information, recommending materials, checking out parks and trips, and giving us encouragement. To these countless friends, we also offer our thanks.

If you are a veteran Guide reader, you will find that we have tried to make our suggestions, tips and BANANAS advice more accesible. We have also added an index and expanded the information about Southern Alameda County. We've done our best but if you know of an organization, museum, service, etc., we've left out, please let us know for future sharing and updating.

We recommend you always call ahead before visiting any of the resources listed here. Hours and fees change constantly and, happily, many buildings are being made accessible to disabled people; we wanted to be as accurate and up-to-date as possible, so we deleted these constant changes. With a few exceptions, only non-profit entities are included. Many other innovative services and individuals are listed at our office. We regret any wrong phone numbers or addresses you might find. Hours and hours of time went into checking both but "numbers are perverse." Please feel free to call us if you have

any difficulty reaching an organization or facility mentioned.

It is with even more regret that we acknowledge that some of the services listed may not be around for the life of this edition—especially the community-based ones. Unfortunately, services for parents and children frequently are the first to lose funding when cuts are being made. If you appreciate having an organization available to assist you, we urge you to take an active role in helping it retain its funding.

Last but not least, the staff at BANANAS wants to thank our co-worker and editor, Betty Cohen, for the energy and creativity she has put into this Guide. We know and want to share the crucial role her cajoling, pleading, prodding and cooking played in bringing about at long last this fifth edition.

So here is our Guide. It is our "gift" to you. All of us on the BANANAS staff, want you to use our Guide, share it with others, even criticize it, but most of all we hope you enjoy it.

Caring For Your Child

1

We at BANANAS believe that all parents have the right to quality child care for their children. And, we believe that when you look for care, you should be able to choose from a variety of options. We know, however, after years of working in the child care field, that these rights and choices do not always exist. By working together as parents and as child care advocates, we hope to elevate services for families (child care is just one example) to the priority they should have in this society. This is our goal for the future!

But what about *now*? Child care is one important issue which faces almost all parents no matter their circumstances in life. Child care can mean a drop-in situation for parents who have a doctor's appointment, a playtime for little ones as well as a regular day care arrangement because a parent is working outside the home or in school. The entire field of child care is a complicated, elaborate maze through which parents must travel their own personal way. This section is designed to help steer you toward your family's own solutions and suggest when it might be a good time to turn back and try another path. We will first give you a brief overview of the child care spectrum as it *actually* exists. After your choices are clearer, we will offer some help in choosing what's right for your child and your family. There are so many different types of child care. There are just as many different kinds of people providing care. Every family is unique and then, too, each of our children is special. Alas, do not be disheartened! Despite the many choices and the many non-choices, we at BANANAS are here to help you decipher some of the signs along your way. We're happy to do it—that's our job. Let's begin right now to think and plan child care for your children.

Traditional Child Care

Family Day Care

"I'm looking for a babysitter. My baby is only 6 months old and I'd like a nice warm woman who takes care of children in her home."

"My child goes to school during the day. I don't get home until 6, and I just don't think that 8 year olds should come home alone every day. I'm looking for someone who lives near her school. A home away from home I guess. . ."

"My child is 3 years old and I'm looking for child care. Yet, I don't want my child doing nothing all day or sitting in front of the T. V. I guess I want the best of both worlds—a small, homey school."

All of these parents are looking for *family day care.* Family Day Care providers are usually women who take care of small groups of children of varying ages in their homes. Some Family Day Care providers have a "program" for the children in their care, and others offer more of a traditional home environment. Most children in child care (outside of their homes) in this country are cared for in Family Day Care homes. There are Family Day Care homes everywhere. Each home is different because it reflects directly on the person providing the care. Parents who choose Family Day Care often do so because they feel that their little ones should be in a home environment and have the close personal, comfortable care most home providers offer.

There are also Family Day Care homes in which two or more adults work with a larger number of children. Some parents like this kind of care because it has the advantage of being somewhere between a home and a center. The fact that there is more than one provider is also considered by many parents to be an advantage; providers are covered in case of illness and often do not get as tired or "burned out" as when they are working alone.

Center Based Care

"My child is 3 and I'm looking for a "school" for her. She has an older sister who goes to school and she really wants to be like her. I'd like a large group and a real curriculum."

Center care is what this parent is describing. Centers are *out of home child caring facilities* for groups of children. Again, while they vary greatly, they generally have a curriculum and staff with educational backgrounds in early childhood development. Centers can be privately-owned or non-profiit organizations. The much discussed franchised child care (called "Kentucky Fried Children") does not exist very widely in California. Even though there are more small centers (caring for 20 or fewer children) springing up in our area each year, there are still not enough; and there are very few centers for children under 2. A parent who calls us looking for an "infant center" will probably not find an available space in one in our county. In child care centers, most care is full time and hours are less flexible than in Family Day Care. Potty training is generally a basic requirement for enrollment.

"When I was little, I went to a nursery school every morning. It was close to my home and we learned a little, played a little, and had a good time. Is there still such a place?"

This parent wants an old-fashioned nursery school, also called center based care because it meets in a facility outside of a home. Many of these kinds of programs are now offering longer hours by providing child care after the developmental program is over or by helping the parent find near-by Family Day Care for the child during the rest of the day. There are many kinds of nursery schools espousing a wide variety of approaches to teaching the pre-school child. Some of these include Montessori, Steiner, etc. Other part day programs include parent participation nursery schools (Co-ops—funded and controlled by the parents themselves), publicly funded preschools (through monies from the State) and Headstart (funded by Federal money).

In a parent participation nursery school the parents and teachers share in caring for the children. The teacher usually makes assignments, plans curriculum and oversees the daily operation of the school. The parents help in the classroom on a regular schedule and also work on

committees which plan policies and spend hours and hours keeping the school solvent. The parent participation nursery school movement is about 60 years old in this country and the benefits are many: quality care for children, many adults contributing their special talents to the children's development, a good arena for new parents to learn about their own child in relation to other children of the same age, the chance for parents to try out and develop political and governing skills. The drawbacks? Ask any participating co-operating parent!

Headstart programs are federally funded preschools which started in the early 1960's to prove to the world that if children got a "head-start" in education (that is, before they went off to elementary school) they would do better academically throughout their lives.

The point was proven and Headstart now is a stable component of the early childhood education picture. Headstart generally provides a structured developmental program of activities for preschoolers, nutritional and medical information to the families involved in the program, a home-based program providing information to parents on a one-to-one basis in the parent's home, and opportunities for children with special needs to be "mainstreamed" into the regular preschool program. Headstart is not child care per se; it usually offers part day activities only.

Almost all part-time programs in our country probably have addressed the issue of children needing longer hours of care. This is because so many parents are now working outside the home. If the center or nursery school you find isn't providing longer hours, staff may know who in the neighborhood is or how to find these extended hours. Some schools even keep lists of parents who are looking for what you might need so that you can organize a service together.

Alternative Child Care

"I've called all of the Family Day Care providers near me. Everyone is full. I'm so frustrated. I only need 4 hours of care each week and I still can't seem to find anyone to take my baby."

"My child can't be the only one who has a working parent in the school. There's no Family Day Care in my neighborhood, so what can I do. He can't be home alone until I get off work."

"My two year old has never been in a group situation so I really don't want him with a whole bunch of kids. I'd hire a babysitter to come to my home, but I really can't afford it."

"I don't work outside the home so I don't need that much time. I just feel that my child needs friends and so do I."

These parents all have different sounding requests but actually they have one common bond—they are asking for child care which doesn't exist. All is not lost, however, because, with a little help and energy, they (and you) can create a child care situation expressly for each

family's needs. Here are some examples of parent-created child care which works:

Playgroups

Playgroups are a way for children to meet and play with others and for parents to get some free time for work or play. Parents pool their resources together and design their own group. A playgroup can meet 5 days a week or only one or two; it can have three children or 8; it can meet only part day or full time. It can be just for children in one neighborhood or for children of parents who travel from various parts of a city. In other words, it can be whatever you need it to be! Impossible? No, not really. A group of parents get together and make out a schedule for who works with the children on a given day and who has that day off. Usually the location rotates from home to home but it doesn't have to. For some playgroups a fixed space at one parent's home works best. Although traditionally playgroups work best for parents with flexible schedules and a fair amount of free time, many playgroups have been able to evolve into child care for their working parents.

Far back at the beginnings of BANANAS, before we had any funding, several members of our original group started a playgroup together. The babies were all little and the parents rotated being in charge of the small group at each other's homes. As BANANAS grew and the babies grew as well, the playgroup lengthened the hours, eventually rented a community space and hired a teacher to supplement parent participation. Finally the teacher replaced some of the participation altogether (as BANANAS become a paying job). A playgroup is a viable form of child care for this very reason. It can grow and change as the needs of the families do. But keeping a playgroup going does take energy and a willingness to work with other parents to solve problems as they arise. (It certainly was wonderful, however, when all those little babies graduated from "playgroup" into kindergarten!)

If you like the idea, you might well say, "But where can I find other parents with children who want to do what I want?" First, call us because BANANAS keeps lists of people (categorized by the age of the children) who are interested in starting or joining playgroups. But, there are other ways, too. Remember that father you see all the time at the playground? or that mother you met in the maternity ward who lives near you, even though you never see each other? or that family you know down the block who has a little one the same age as yours? Does your supermarket, library, or community recreation center have a bulletin board? Maybe someone would respond to a notice? Be creative and a little *bold* and you will be surprised at how many other parents have the same needs you do.

Exchanges

They are like playgroups but with fewer people involved. Often the relationships are less formal and, yet, there are exchanges which we know about which are regular and have lasted over the years. They, like playgroups, help you expand your family resources for support and friendship.

Exchanges will work—one-to-one child care with no money and little organizing involved. With patience and luck, parents needing part time or occasional care can find other families with similar needs.

Babysitting Co-ops

Although similar to exchanges, babysitting co-ops generally involve more families. Typically, a group of families will get together to form a co-op and "ask" one family to be the organizer or bookkeeper of the month. This job usually rotates month to month. That organizer keeps track of who needs care when and who is available to sit at what times—then arranges the care as requested. Or, sometimes, the members arrange their own exchanges and then inform the bookkeeper. For each hour you use a babysitter, you then owe one hour to the Co-op.

Usually the time and place for care are flexible. Sometimes it can be in your home, other times at the home of the person babysitting. There are a number of established Babysitting Co-ops in our area which parents can join. If an existing one isn't right for your needs or schedule, with a little initiative other parents can be found to form a new Co-op.

> *"I was so glad to find out about my Co-op. As a parent who just moved here, I really want to know other parents and kids at the same time."*

Like playgroups, Babysitting Co-ops differ according to the preference of the parents involved. There is no right or wrong way to run a Co-op (except everyone should be *cooperating* with each other). Whatever works is right!

Shares

This is what we call small group care when two or three families get together to share a babysitter for a regularly scheduled time each week. This type of child care is especially attractive to parents with infants.

> *"I'm going back to work. I'd like my baby to be with maybe two other little ones. I'm beginning to think I won't be able to find such a situation or will I have to create it myself? I know there are parents just like me! But are there any babysitters who would want this kind of job?"*

First, you find each other (through BANANAS' Share file or by thinking of anyone you ever met since the day you knew you were pregnant or by asking everywhere you go) and then you must sit down and seriously discuss the key issues involved:

1. how much time each family needs
2. how much each family can afford to pay
3. what kind of provider (babysitter) you dream about, and
4. crucially, what are the most important elements to you about your child's care.

Then and only then should you and the other parents begin to advertise for the provider. And, you will find someone! By pooling financial resources, this kind of job does become a desirable one with good working conditions. The interview, hiring and contractual arrangements should be done by all families together. Usually the care is given in one of the parent's homes but it can be rotated.

Babysitters

There's no new, fancy jargon for Babysitters! They can be any age—the teenager down the block, an older person who likes children, or a student who needs extra income. Babysitters are not regulated by any agency. Because of this fact, it takes even more initiative on a parent's part to seek out and keep a good babysitter. There are a number of ways to find potential babysitters. The more screening done by these sources, the easier the job will be for you. BANANAS has a file of people willing to come into parent's home and who have brought two local babysitting references into our office. Most parents feel more comfortable with a word of mouth recommendation from a good friend or neighbor or working colleague, so ask everyone you know. Checking bulletin boards, calling high schools, youth employment offices or college placement services are other good ways to scout around (see the end of this section for specific suggestions). You must, however, always conduct your own personal interview before hiring.

Unless it's impossible, try to anticipate your need for a sitter. Give yourself enough time to conduct a few interviews, to reflect whom you feel good about, and to check references.

When interviewing babysitters remember to:

- screen out people over the phone; many will not be available the right times or be able to get to your house without a ride; why do they want the job. . .

• get and check at least two local references, ask how long the sitter worked for them what s/he did, why s/he left. . .

• describe *everything* that is part of the job (letting the cats out, cooking lunch, watering the lawn) and exactly what the working conditions are (salary, hours, fringe benefits). . .

• ask questions in a specific way instead of generally to get a better idea of who this person is, not to grade the answer as correct or incorrect (i.e. "What would you do if Sarah tripped Eric on purpose?" rather than asking generally about discipline; or "What would you do if Jorge swallowed a marble?" rather than "What would you do in an emergency?"). . .

• keep in mind that you (not only your children) have to trust and relate to this person, so how you talk to each other now is important.

Babysitting experience can be important, especially if you have an infant; but, if a sitter is willing and seems capable and your needs for time away are flexible, experience is not a must. You may want to hire the sitter for a few trial hours (paid for, of course) while you are home or nearby to get a better idea of how your child and the babysitter relate. Always ask sitters to come at least 15 minutes before the time you must leave to make your departure easier.

> *"I want to hire a full time babysitter in my own home. I know that's what I want for my infant and I think I can afford it. I've lots of questions, however, like how much will I have to pay, where should I advertise, how can I find this person, and how will I know her when I find her??? Also, it seems like I would have some tax reporting responsibilities as well?"*

Finding a babysitter for once in awhile or for permanent full or part time employment are, of course, *very* different. Let's handle the business first. A babysitter who regularly takes care of children in a parent's home should be paid, at least, the minimum wage for their labor. If you pay the *same* babysitter $50 or more in a calendar quarter (3 months), you must pay Social Security. In addition, if you pay more than $1000 to the same babysitter in a quarter, you must pay into State Disability and Unemployment. (Check with BANANAS for the Handout on reporting responsibilities.)

Your agreement with every babysitter should include:

1. Days and hours to be worked.
2. What duties are involved: child care only or child care *and* household chores.
3. Amount of payment, when it's due and how it will be paid. What considerations will be given to overtime, odd hours, sick leave, holidays, family emergencies, etc.
4. How either person can end the agreement—the amount of notice and pay to be given.
5. Schedules for your child, the rules of the house.
6. Your family's emergency plans.

You will probably find the person you are looking for through the usual child care avenues: calling us at BANANAS and asking for the names of people who want to babysit *full time;* placing a clear advertisement in your local newspaper; asking everyone who knows anyone; and calling the State Employment Development office (EDD), local colleges and universities. Diligence and good luck are the two key words, once again. You may want to conduct an informal interview in which you ask questions first and then describe the kind of person you are looking for—later. Try to get a feeling for the person—what does she like to do with children? How many children has she reared? How did she think she did with them? How does she feel about sleeping, eating, excreting (the big three developmental issues!).

Emergency Information for Babysitters

- Phone number and/or address of where you will be
- Phone number of a neighbor or friend in case of emergency
- Police Department number
- Fire Department number
- Pediatrician's number (Medical number, if applicable)
- Medical Release Form (a statement authorizing your sitter to get medical care for your child in an emergency)
- Children's Hospital poison control number: 549-2928
- Fuse box and water turn-off location
- Location of first aid kit or items
- Instructions on how to lock and unlock doors
- General routine of children, their games, books, records or sleep necessities, i.e., bottle, special blanket, stuffed animals
- Rules of house for children (T.V., foods that can be eaten, time to go to bed, etc.)
- A list of who might be expected to come by and who's taboo

Where to Find College Babysitters

Call the various student employment offices to get a list of names or to list your job. Remember to screen students just as you would any other babysitter because the college may or may not have done this itself. (Also, you can call your local high school to see if they offer this service. Or, better yet, look out your window at 3 in the afternoon to nab that high school student who lives on your block!)

California College of Arts & Crafts, Oakland
653-8118 ext. 121

Cal State University At Hayward
881-3536

Chabot College, Hayward
786-6750

Chabot College, Livermore
455-5300 ext. 23

College of Alameda, Alameda
522-7221 ext. 384

Holy Names College, Oakland
436-1580

Laney College, Oakland
834-5740 ext. 477

Merritt College, Oakland
531-4911 ext. 319

Mills College, Oakland
430-2069

Ohlone College, Fremont
657-2100 ext. 357

University of California, Berkeley
642-0440

Locations to Post Job Listings

Adelante, 2198 – 6th Street, Berkeley
549-0232

AJOB, 1617 University, Berkeley
548-6700

Bay Area Urban League, 1835 Allston Way, Berkeley
644-6140

Educacion Para Adelantar, 1470 Fruitvale, Oakland
532-6454

Employment Development Department
1375 University Avenue, Berkeley
540-2833

39155 Liberty, Suite 116, Fremont
792-6000

306 A Street, Hayward
783-7211

1783 Barcelona, Livermore
455-6422

1111 Jackson, Oakland
464-1211

Choosing Child Care

Hopefully, the overview of existing services has given you a start in deciding how to journey down the child care path. The next step is to explore your own ideas and feelings about the kind of care you want for your own child and then, once examined, test out these "hoped fors" by actually visiting care situations and making your choices.

Many of us do have mixed feelings about child care. Despite the fact that in our society, more and more women are working outside the home, the money is tighter and tighter, our families have fewer and fewer options, there is still not a great deal of support for parents who work and leave their children in another adult's care. Because of this, you may find that you will be making your child care decisions alone. It is useful to try to sort through your own personal feelings about child care *before* beginning the process of looking. Here's a fill-in the blanks set of questions. Unlike those from school, there are no right or wrong answers. Pick a quiet moment and give these serious thought. Our staff and the parents who use our services have found them helpful:

When I was a child, my parent(s) worked or stayed home _____.

I was taken care of by _____.

I thought this person was _____.

When my parent(s) left me, I felt _____.

I thought my parent(s) worked because _____.

I work because _____.

If I had a choice about working, I would _____.

Before I had a child, I thought I would _____.

When I leave my child, I feel _____.

When I look for child care, I want my child to be _____.

I want child care which is _____.

I want the person who cares for my child to be _____.

Some Questions to Ask
Some Things to Look For

Choosing child care is really one of the most difficult jobs a parent must do. "How can I be sure?" "When will I know that I have found the right place?" Parents ask us these questions all the time. We know that all of us want good child care for our children, but *good* child care means something different to each one of us. Our staff has read and reread the literally hundreds of lists about *choosing child care*. We have debated each issue and item (and that has been some ongoing debate!) and we have decided on a short checklist to help you begin the search. Remember, in using our list, you may find that some items are not very important to you; or that your own most important question is missing. Everyone has different values and ideas.

1. What are my first impressions (feelings and thoughts) about the program?

2. Do my impressions change after a short visit?

3. Do the children seem secure, content, busy, happy?

4. Does the child care worker(s) seem to enjoy the work?

5. What happens around eating, sleeping, excreting, etc.—many of those everyday issues which are important to you?

6. How does the staff talk and play with the children?

7. How does the staff talk to each other?

8. Are parents encouraged to become involved in the program? Would you feel comfortable talking to the child care worker(s) about a problem, concern?

9. Do the children play together—boys & girls. . .interracially?

10. What does the space look like?
    a. Are the rooms interesting and cheerful?
    b. Is there adequate space for both active and quiet play indoors and out?
    c. Is there comfortable napping space?
    d. Have safety precautions been taken —heaters screened from the children, electrical outlets covered, outside doors locked, yards fenced, cleaning poisons locked away or out of reach, etc.?

11. What supplies are being used?
    a. Is there an adequate, easily accessible supply of books, cuddly toys, blocks?
    b. Do the available toys, books, etc. seem appropriate for the age of children in care?

Now examine your answers, not only because they will help you make better choices when you look for care, but because they will also light your way when difficulties arise. You will at least know *what* you are worried about, what you feel good about, what questions you have, and how you might be able to find the answers. Choosing child care is much more than just a simple list to evaluate the home or center. It is a process which must be deeply rooted in your own family's ideas and beliefs. Knowing and thinking about these issues ahead of time is important. It will help you find the place you are looking for for your child.

Many parents, especially mothers, might come to the conclusion that even though they *have* to work, they will find it too difficult to leave their child.

> *"I guess I just live in the wrong neighborhood for finding good child care. I've looked everywhere and I can't find anyone with whom I really feel I could leave my baby and go back to work. I had no idea I would feel this way before she was born. I've worked all my adult life and my family needs the money to survive. Any suggestions?"*

Perhaps you are one of these parents. If so, you may never be satisfied with any child care and you may want to consider doing child care yourself. In this way you can be with your baby or little children and still earn the dollars you need to survive as a family. Needless to say, there are many parents who will be looking for you to provide care for their children and you can make an honest living doing this kind of hard but rewarding work. At BANANAS we know all about doing child care in your own home—Family Day Care—and we can help you at every step of the way.

What if You Want to Work. But Everyone Makes You Feel Guilty?

As working mothers, ourselves, we at BANANAS can't help but bristle when the experts try to tell us that child care, in and of itself, is bad for children. We don't believe it. Fifty years ago parents often shared child-rearing responsibilities with their extended family—grandparents, aunts, etc. And, we know that parents can find good child care where this extended family feeling exists and children thrive.

You may discover that despite a "right" answer to every question, a place (home or center) is somehow "wrong" or vice versa. The perfect person and place for you may, in fact, have some wrong answers. What is important is that you *trust yourself* and rely on your own feelings about a provider. Try to have some ideas ahead of time about the type of provider you're looking for but be open-minded while you're searching. For example, a spotless facility might initially seem important to you but the right provider in a less than spotless house shouldn't be discounted. What most of us are looking for is a person whom we feel comfortable with. . .someone we can trust. If something tells you this is *the* care for you, it probably is. Likewise, even if everything seems perfect but something tells you it isn't right for your child, it well may not be. It is unrealistic to think that you are going to re-make a provider. If you're not comfortable with a provider's parenting style, program or personality—*keep looking.*

Give Yourself Time. . .

Even though there are more choices for children over 2-1/2 or little ones who are toilet trained, you can't expect to wait until the week before you need the care to find the right provider. And, if you need care for an infant, a school-age child, for off-hours, weekends, etc. (which are harder to find), you should give yourself at least 2 months to screen and visit potential providers. However, it doesn't seem reasonable to start looking too far in advance because no provider can afford to hold a space for 6 months. Hint: if you find a provider you like but don't need to begin care right away, offer the provider the first 2-weeks payment (or whatever you can afford) to prove you are serious about putting your child in care. You have no idea how many parents tell providers "Yes, I will bring my child to your home" and then never call back.

Visits Are a Must. . .

Just because a program has been *right* for a friend's child or has a glowing reputation doesn't mean it will work for you and your child. You should make an appointment and visit each program on your list. Try to go first without your child since it may be confusing for him/her to go to a number of different places. After you have narrowed down your choices, go again with your child. It's nice to visit when the other children are there. If a program won't allow you to visit, we wouldn't consider it.

After You Have Selected Child Care

Work Out the Business Aspects Before Care Begins. . .

Once you have located a provider you trust, find out *before* your child begins attending:

1. What the rates are and what hours and services are included in those rates (food? diapers? field trips?).

2. Exactly when (weekly? monthly? in advance?) and how (cash? check?, etc.) your provider wants to be paid:

3. What your provider's policy is concerning: days your child misses due to illness or other reasons (do you pay or not?), what happens when the provider is ill or goes on vacation (does s/he have a substitute?), will you be charged for picking up your child late, how much notice should you or the provider give each other if the child care isn't working out?

Clearing up these kinds of details will free you and the provider to communicate about your child and his/her progress. Sign and keep a copy of a contract which includes all of these items.

Watching Day to Day. . .

Some children thrive under the same provider's care right up to entering school and beyond. On the other hand, the right provider for a 6-month old may no longer be the best caregiver as the child grows older. Each child care situation is really different and, as a parent, you must keep in touch with how well your child is doing.

There's nothing perfect in child care (or in life, for that matter). Don't view your child care provider as your replacement, as your mirror image, as your shadow, but rather as a supplement and a complement to you—an extension of your child's life and family. If you find that you can go to work content and worry free, even though you have minor concerns, it's probably because you trust the provider. Being able to extend trust to another person is really the crucial element in choosing satisfactory care.

Saying Goodbye

"My child began child care 3 weeks ago. She's 16 months old and I know she is ready. She loves the kids and the provider is terrific. But she cries each morning when I start to leave. She didn't cry at first. I don't know what to do. I've been leaving quietly after she's settled so she doesn't realize I'm going and throw a fit every day. This doesn't seem to be helping. . . ."

Many parents have this dilemma—how to say goodbye properly, saying you understand that it is hard, on the one hand, and saying everything will be all right on the other. Remember that your child may feel abandoned if you leave without a clear goodbye. Don't worry if s/he cries when you say goodbye. Try a determined approach and clear simple words like . . ."Mommy has to go now. I'll be here to pick you up later, after your nap and snack. Goodbye."

Have the caregiver hold your child as you leave and be sure to leave yourself time for extra hugs and kisses. Then, when you say goodbye, leave. Don't linger. If you try to sneak away, it may seem easier for you at the moment. But it won't be easier for your child, you, or the provider in the long run.

"My child is going to start school and is so eager. All he talks about is his new school. We've visited several times and he even remembers some of the children's names already. I feel almost rejected! I thought the separation anxiety would be his—not mine!"

Don't feel rejected if your child has a smooth transition—be happy! You probably did and said all the right things and your child is probably ready. Many parents feel worse about child care changes than their children do. As long as you feel you have made the right choice be infected by your child's eagerness and try not to spread your anxiety to him. Remember though—there are no set rules about adjustments to child care situations. Some children accept change easily; for others, transitions take longer. Certain ages are more difficult than others. If you and your child are well prepared, the experience usually can be successful for the entire family and for the provider as well.

Sick Days

Be prepared: plan on sick days—they're inevitable! Before your child gets sick, consider what your choices will be. Will you be able to take care of the child yourself? Can you rearrange your schedule at work or school, or bring work home? If two parents care for the child and have flexible schedules, you may want to share equally in caring for the child during an illness. After thinking about your commitments, you will know what problems you will face in caring for the child when s/he is sick.

If the child is seriously ill, you will want to be with him/her regardless of the intensity of your other responsibilities. Find out *beforehand* what your employer's policies are on the use of sick days and personal days. Can you take a sick day when you are not sick yourself? Is advance notice required for taking personal days?

How sick is too sick for child care? Providers vary in their willingness to care for sick children. Each center and home establishes its own policies about caring for sick children. Make sure you as a parent know the policies in your child's care situation. If the provider has no policy, this may be a good opportunity to dis-

cuss what limitations s/he wants to set regarding care for sick children.

> *"Will my child get sick more often in child care than if she were at home with me? I really worry about that."*

Probably she will—for awhile at least. But, at some point, when she's not with you exclusively, she will have to be in contact with illnesses and will have to build up immunities anyway. So, even though this is a valid concern, it's a case of do it now or live through it later!

Find an alternative caregiver. Search for a dependable adult whom the child knows and likes, someone who can comfort and reassure the child when s/he is feeling bad.

Get acquainted with several alternate caregivers before you need them. Invite them to your house to meet you and the child. Some caregivers may also be interested in providing weekend or daytime care for healthy children. The better acquainted you are with each other, the easier it will be for the child when sickness comes.

Check in advance, too, about transportation arrangements and fees. If looking for this person becomes too discouraging, remember that BANANAS has a list of daytime babysitters who are willing to care for sick children. Adults willing to do this kind of service usually receive the minimum wage.

More Tips for
New Child Care Beginnings

1. If possible, have your child go for a shorter time for the first few days and then gradually increase the time. Work with the provider or staff to allow for the smoothest possible transition.

2. Explain (if your child is old enough) changes in routine which will result—earlier arising? naps? meal times? rules? pick-up times?

3. Let your child bring something from home like a special blanket or toy if s/he wants to.

4. Talk to your child about what the day will be like and how time will be spent. Encourage your child to express his/her feelings, negative and positive.

> *"I was quite pleased with the child care I located except for one thing. The provider didn't seem concerned with safety the way we are at home. My child gets into everything and we have locks on all the cabinets within her reach. We also have a lock on the outdoor gate. The provider doesn't seem to have anything properly secured. She keeps bleach under her sink in a cabinet where the door won't shut; the gate to her yard doesn't even have a lock. It's too bad, I really like her and my child is so happy but I guess I'll have to look further..."*

Don't look further, buy some locks! Remember, providers are people. If your provider does something you don't feel is right, talk to her. You may find that she has a very good reason for doing it or you may find that she is willing to change. If there isn't a lock on the gate, why not buy one and offer to install it? If the kids are running wild when you arrive, why not take a few minutes to sing a song with them while the provider changes that last diaper? In other words, if you're basically happy with the child care and your child is, too, try to iron out the minor problems so that they stay minor.

Especially for parents who want to make changes, center based care presents different kinds of problems. In Family Day Care, parents just need to talk directly with one person; but centers usually have a number of different people—the child's teacher, the director, in some cases, the owner—to approach with your concern. Often the first step is to figure out the "chain of command" so you are taking your concern to the right person. It helps here to talk to parents who have been in the center longer. All governmentally funded centers and preschools have mandated parent groups; and these are where you can take a concern if you

can't resolve it with the center staff. You may find that other parents share your concerns and will support you in working for changes. All private non-profit centers have a Board of Directors where you should be able to take an unresolved problem as a last resort.

Although private-for-profit centers aren't required to seek parent opinions in their programs, some still welcome suggestions. Others are fairly inflexible and the owner/director has the final word. While all types of centers must comply with state requirements and regulations on health and safety issues, if your child's program is privately owned you may not have much choice about the program and, if you're unhappy, your only option may be to change care. But don't jump to conclusions until you've tried to make changes. It often isn't possible for a center which deals with a large number of children from a variety of backgrounds to accommodate every parent's preferences. If you are satisfied with the care, you may have to forgo some minor personal desires.

Obviously, parent-created child care gives parents more direct control, but here, as elsewhere, flexibility and honesty are needed. Anytime a group of people sets out to do something cooperatively, some compromises will have to be made. If some things are very important to you—such as vegetarian food or absolutely no T.V. at all—then it is best for you to work with other parents who share these same beliefs. Parents in playgroups, co-ops and shared sitter arrangements need to set aside some time when concerns and problems can be openly discussed and hopefully resolved. Everyone won't be happy all the time, but, as long as all parents feel decisions are reached as part of an open and fair group process, fewer misunderstandings will arise.

Dealing With Pet Peeves and Common Complaints: We All Have Them

In the course of a typical "going BANANAS" day, we do hear the highs and the lows of child care provider-parent relations. While we always urge you and your provider to communicate directly with each other, it's interesting that the same comments come up over and over again. Perhaps if you know about them ahead of time, you will feel more akin to other parents as well as be a better consumer.

The Top Gripes We Get From Parents

Providers who over-crowd. . .

"When I started child care my provider only had 6 children; now she's up to 8. She seems so frantic; I don't see how my baby is getting enough attention. I'd rather she charge more and keep the number of children she cares for down to 6."

Providers who keep the T.V. on all day. . .

"Sesame Street is fine with me but I'm changing providers because my 3-yr. old doesn't do much but watch soap operas all day. Young children can't resist T.V. An adult needs to turn the darn thing off."

Providers who make last minute vacation plans. . .

"Of course, my provider needs a vacation but she only gave me 3-days notice and I can't find other care in that time. Couldn't she plan ahead?"

Providers who change their rules all the time. . .

"I think my provider is wonderful with the children but she keeps us parents hopping. First, she says one thing and then a week later she adopts another policy. She can't stick with one set of rules and it's driving me nuts!"

Providers who don't have a back-up in emergencies. . .

"I wish my provider would get a friend or neighbor trained to care for the children when she gets sick or has an emergency. When she cancels care at the last minute, I'm stuck."

Providers who don't do the child care. . .

"Since my provider got licensed for 12, I hardly see her. I chose that care because I liked her. Her assistant is okay but I wish my provider was around more."

The Top Gripes We Get From Providers

Parents who always pay fees late. . .

"I feel like a bill collector every month with some folks. I do a good job; I don't feel like begging to be paid."

Parents who are aways late. . .

"I work 10-hrs. a day. At 6 pm, I'm tired and want to be with my family. I can understand things coming up now and then but some of my parents are late almost every day."

Parents who bring really sick children to care. . .

"I don't mind if a mildly ill child comes because the other children have already been exposed to a cold, etc., but a child with a really high fever or diarrhea shouldn't be brought to child care. It's not fair to me or the child."

Parents who don't call when their children are absent. . .

"Sometimes parents don't let me know their children will be out of child care. I get especially worried about the school-age children when they don't show up after school. It only takes a minute to call."

Parents who expect providers to hold a space for free. . .

"I don't expect parents to pay for my vacation because they have to pay another provider. But, when a child is gone on vacation I think it's only fair to ask the parents to pay to hold that child's space."

Parents who want to pick up spotless children after care. . .

"Active children don't stay clean no matter how hard you might try. I'd rather my parents send their children in play clothes, not their Sunday best."

Parents who don't believe the rules are real. . .

"I try to keep my rules to a minimum but the ones I have are real. *Some parents don't seem to be able to understand that. This makes it really hard for me."*

Parents who can't separate. . .

"A warm good-bye is important but some parents just hang there in the morning until the child is really upset. They seem to transfer their own anxiety to the child and I'm left with a crying child."

Legitimate complaints on both sides—what's the solution? If you have a clear picture of the rules in your provider-parent contract before the care begins, misunderstandings can sometimes be avoided. As we've said before, trust on both sides must be established early.

But no contract covers all problems—some issues can't be reduced to rules. When a problem arises, plan a time when just the two of you can talk without an audience of other parents and children.

Sometimes a provider will end up "tolerating" a "problem parent" because she knows her care is good for the child. Parents often will stay with a provider with whom they don't always see eye-to-eye because the provider is doing good child care. For some situations, however, the only real solution is to terminate the relationship. In the end, you both have to decide whether the effort is worth it.

You can add to the relationship by offering a little of your time sometimes, buying/making something, contributing outgrown toys, fixing things, bringing in "scrounged" items to recycle into "art objects". One thing we are sure of—good provider-parent relations make it easier for good child care to happen. And, when it happens, there's nothing like it!

What If Things Don't Work Out

It's hard to confront anybody with honest dissatisfaction but it's sometimes necessary. If, after a trial period, you are really unhappy with the child care situation or if your child tells you in words or actions (by not sleeping, seeming cranky or sad, losing his/her appetite, etc.) that s/he is not happy—it may be the wrong child care situation and time to think about changing. It's not necessarily anyone's fault if a change must be made. Every child has different needs and every child care situation has something different to offer. Sometimes the two just don't match up despite your hard work at selecting. If you decide to change child care after discussing your feelings with your child, your family and the people you trust, inform the provider and your child clearly of your decision. Be sure to be fair about giving adequate notice. If you are honest with yourself and the provider, the change can be positive and not too painful. Often if you and your child are feeling it isn't working out, you will find your provider feels the same way.

Sometimes parents want to change child care not because they are dissatisfied with the care being given but due to changes in the family's life. These kinds of child care changes are just as difficult as those made over dissatisfaction with the care. In truth, they can be more difficult because your child care provider has become a part of your life and your child's. Again, being honest and direct with your provider is best. Ask for help in preparing your child for the change. Give the provider plenty of advance notice so this is possible. Be sure to let your provider know how much you have valued services over the years.

Changing providers or types of child care can be very hard for some children. Parents may only see a provider or center staff member for a few minutes each day but our children spend many hours with them and the other children. Real attachments are formed; child care becomes a big part of our children's lives. Don't underestimate the vital role played by child care in your child's life. Respect the involvements during and even after the experience.

Employer-Supported Child Care

Employer sponsored child care is not a new idea, but it is a critical one with more and more parents entering the workforce. The history of such care is complex, and parents as well as child care advocates are busy now developing alternatives and new ways to obtain employer participation. Here are a few ideas on how to begin:

Study the Many Ways Employers Can Support Child Care

1. On-site centers partially or completely supported by a company.
2. Services and materials donated by employers (all tax deductible) to existing centers.
3. The development of consortiums of employer groups to share child care support for their employees.
4. Voucher payment systems for employees in a "cafeteria benefit plan."
5. The institution of "flex-time", shared jobs, leaves of absences for parents with sick children and other needed release time for parents.
6. Employers contracting with existing centers/day care homes for specific "slots" for employee children.

Fortunately for us all, the opportunities are varied. Once you understand some of the options you can begin to share the information.

Talk to Fellow Employees

Do an informal needs assessment to find out how many others share your concerns regarding employee child care. Try to organize a group who will work with you on the project.

Work With Your Union

Approach your shop steward and other parents in your union or professional organization. You will need statistics (a formal needs assessment) and a good knowledge of how to work with union committees.

Use the Media

Especially, use your "in-house" newsletters, bulletin boards, etc. to talk about child care—its needs, its advantages, its contributions to all of us.

Talk About How Child Care Helps Employers As Well As Employees

Studies prove that the absenteeism rate of workers decreases and the efficiency increases when comprehensive child care services are provided. Many kinds of tax deductions are available to companies sponsoring child care and it provides a positive public image for those companies.

Get Outside Help, Advice and Assistance

There are materials and staff consultants to work with employees and with companies interested in employer sponsored child care. Booklets, slide shows, articles and informed individuals can assist you in this area.

Child Care at Events

This is the most difficult type of child care to organize and to carry out successfully. And congratulations to any group who decides to do child care along with an adult event! You should call ahead for some information about the group's plans. This information will help you to decide whether or not to bring your child and just how prepared the group is to provide good care. Find out:

1. Who is coordinating the child care and will there be sufficient staffing—with back-up staff ready in case the care gets crowded?
2. How many children can be cared for in the available space?
3. Is the care first come first serve or will reservations be required?
4. Will there be sufficient toys and equipment?
5. Will a snack be provided?
6. If the event is at night, what provisions have been made for the children sleeping—will cots be available or should you bring a sleeping bag?

Sometimes, if a group is new at event child care, the questions you ask ahead of time will make a big difference in the care being a success. Parents should always view event child care as being on a space available basis. If reservations were required (and they should be to properly plan for the care) and you didn't make one—don't be surprised if you're turned away. One more child can make a big difference if the care is under-staffed. Parents also need to evaluate a child's adaptability to new situations before making a decision to use event child care. Not all children can be left in care with adults and children they don't know.

If you arrive at the event and the child care seems over-crowded, under-staffed or chaotic, what do you do? Sometimes it is possible to seek out the organization's coordinator and solve certain problems by, for example, adding more child care workers or using additional space. But if nothing appears possible to correct the situation, it's probably better to follow your best instincts and forego attending the event. A difficult choice, yes, but better than spending an evening worrying about your child.

If the care seems fine, you may want to make your good-byes short and sweet but never leave your child in event child care without discussing and leaving in writing with the child care workers:

1. Your child's name, age, feelings about the care (if your child is anxious—let the workers know that) any special problems (allergies, etc.).
2. Your name and *where you can be reached.*

3. The name and phone number of a relative or friend *not* attending the event who you would trust to speak for you in an emergency if you couldn't be reached.

If you like this idea, encourage your own group to think about offering child care. We can help too with our Event Child Care Booklet.

Subsidized Child Care

There are several ways in which the government helps families pay for child care. Many families which pay for their child care are entitled to the *Child Care Credit* on their income tax forms. Because the rules and procedures change almost every year, you should be sure to get the latest information from your local tax office (ask for the IRS publication #503 "Child and Disabled Dependent Care").

For low-income parents, there are a number of state-subsidized child care programs in our area—centers, preschools, and Vendor programs. Although each of these programs is different, the State's eligibility requirements are the same. Depending on your income, you would pay for child care on a sliding scale basis or the State would pay for all of it. In a Catch-22 way, many families in our county *qualify* for a subsidized space in child care, but (and here's the catch) the spaces are filled. More people need subsidized care than there are subsidized spaces.

If you need subsidized care, it is important to begin your search early and energetically pursue it. Put your name on more than one waiting list. You may have to do certain paper work—produce wage stubs or birth certificates—even to get on these lists. Do it. To qualify for these programs, you must be working, going to school or in a training program, looking for work *and* you must be on AFDC or low-income. BANANAS can help figure out if you are eligible and can help you find what subsidized programs exist in your area.

Parents who are on welfare *and* working can claim some or all of their child care expenses each month as a work-related expense. You should ask your eligibility worker about using *Income Disregard* to claim your child care expenses.

BANANAS' Child Care Referral

How BANANAS Can Help You Find Child Care

We try to give you the most up-to-date information over the phone or in the office as we can (in this ever-changing world!). Our card file is updated continuously. And, we rely on you to give us your thoughts, new information and appraisals. We don't print a *list* of child care because such a list is out of date as soon as it's printed. When we update the 1000+ programs and homes in our files we find many changes in

It will be a great day when our schools have all the money they need and the Air Force has to hold a bake sale to buy a bomber!

phone numbers, addresses, even names! And, besides, many providers don't want their private information made so public. . .they want the courtesy of a phone call to set up an appointment, the chance to tell you their program is full, and even the opportunity to screen potential parents first. We also try to visit as many programs in our files as is humanly possible. But, we also know after years in the child care field that our opinions are subjective. . .just because a BANANAS' staff member loves a certain provider is no indication that you will, too.

All of this information goes into the hopper to offer parents the widest range of possibilities and insights. So, when you call us, we always try to give you options from which to choose. But, a BANANAS' referral does not mean that we think a given program will be exactly *right* for your child. In that sense, a referral from BANANAS is *not* a recommendation—it is a "list" of choices. And, you can keep coming back for more and more information, until you find "that special someone."

Many parents ask us if a license isn't really a recommendation and the answer is *no.* Licensing, as such, could be considered a consumer fraud. It does *not* put the stamp of total approval on a program as many parents think or wish it would. A license simply means that at one point in time a particular program met minimal regulations. Licensing focuses on the safety of the facility, *not* on the quality of the program. Licensed programs run the gamut from excellent to awful. Looking for child care is hard work and no one can do it for you because *you* know your own child the best. We urge you to be a comparison shopper (you *are* the consumer in this instance!), give yourself lots of time to visit and judge for yourself. Always call us for more names if you are having trouble finding that *perfect* place for your child.

Licensing agencies are, however, responsible for looking into any situations which might not be up to standards. If you have a question about something you don't think should be happening in a child care setting, question it or complain. Family Day Care is regulated by the County (in Alameda County). Centers which do not receive State funds are regulated by the State Department of Social Services. And, subsidized programs (which receive State funds) are under the purview of the State Department of Education. BANANAS can direct you to the appropriate agency to investigate complaints and *we* need to know what people think about programs to give other parents the best information we can. So call us to find out who to complain to so you can make your concerns count.

If you want to form your own arrangement with other parents, we can help you hurtle some of the barriers and elude the pitfalls of parent-originated child care. We can put you in touch with other families looking for approximately the same situation as you are looking for and we have handouts and booklets on how to do it and what your responsibilities are. Our bi-monthly Newsletter is available to advertise *free* for parents seeking other parents who have similar needs to form Shares, Coops, Exchanges, and Playgroups. Most importantly, many members of the BANANAS staff have been involved in alternative child care arrangements and are available to talk with parents about their experiences.

BANANAS serves only Northern Alameda County; if you're out of the area or are moving somewhere else, call us to find the Resource and Referral agency nearest your home. We are a member of the California Child Care Resource and Referral Network of similar services throughout California. We also know of other agencies in the rest of the country. Each group is different and we can tell you who is offering what in what area. Or, if there is no service near you, we will gladly offer technical assistance to start a service of your own. Every community needs some kind of clearing house for family services.

Or, if you want to provide child care yourself, we want to talk to you and help you get started. We have lots of reference materials as

well as years of experience dealing with the various cities and licensing offices. We can also direct you to the professional associations which support your kind of service.

In the BANANAS office, you can find our own large collection of child care books from around the United States, as well as books and pamphlets passed on to us from the University of California Interdisciplinary Day Care Project. The collection includes information on the practical side of child care, policy books of all kinds. This is a *Reference Library* only. In addition, we have many handouts on child care topics, some of which are summarized in this chapter, some of which are greatly expanded, some merely mentioned in the chapter, and all are available *free* by sending a stamped, self-addressed envelope to us at 6501 Telegraph Avenue, Oakland, 94609. Topics include:

Choosing family day care: Some questions to ask while you look at homes. . .

Choosing child care centers: A short checklist for looking at centers. . .

What is alternative child care? Playgroups, exchanges, coops, shared babysitting—ins and outs of parent-controlled child care. . .

Changes, changes and new beginnings: How to plan and make general changes in a child's school and child care life. . .

Leaving child care: developing a plan for everyone—parents, providers, and children: Practical suggestions on making the good-byes smoother and less disruptive. . .

Guide for baby-sitters: "How to be a good (great!) babysitter". . .particularly good for teen-agers and other beginners. . .

Financial facts about babysitters who work in your home: The nitty-gritty of parental reporting responsibilities brought to you by your friendly Federal and State governments. . .

Also available for $1 donation each are the following:

Parent created child care—playgroups
Parent created child care—shares
Parent created child care—babysitting coops
Employer-supported child care

For the last word about what written materials we have to offer, send for our Handout About Our Handouts!

Child Care Information and Referral Services

■ *North County*

BANANAS, Child Care Information, Referral, and Support Service (serving Alameda, Albany, Berkeley, Emeryville, Oakland, Piedmont), 6501 Telegraph Avenue, Oakland 94609
658-0381 for referrals to child care
658-7353 for child care providers
658-6177 for Vendor Program participants
658-6046 for information about jobs in the child care field

■ *South County*

4-C's of Alameda County (serving Hayward, San Leandro, San Lorenzo and Castro Valley and nearby towns), 22227 Redwood Road, Castro Valley 94546
582-2182

4-C's of Alameda (serving Fremont, Newark and Union City), 4760 Thornton Avenue, Fremont 94538
790-0655

Resources for Family Development, (serving Livermore, Pleasanton and Dublin and nearby towns), 1520 Cataline Court, Livermore 94550
455-5111

Neighboring Resource and Referral Agencies

■ *San Francisco County*

Children's Council of San Francisco—Childcare Switchboard, 3896-24th Street, San Francisco 94114
282-7858

Wu Yee Resource and Referral (serving Chinatown), 571 Vallejo Street, San Francisco 94133
391-8993

■ *Contra Costa County*

WEST-Contra Costa Children's Council, 3727 Barrett Avenue, Richmond 94805
233-KIDS

They cover the territories of El Cerrito, Kensington, Richmond, Pinole, San Pablo and Rodeo. Call them if you're in one of these areas.

CENTRAL-Contra Costa Children's Council, 1065 Railroad Avenue, Pittsburg 94565
427-KIDS 754-1020—Antioch

Pittsburgh, Antioch, Bethel Island, Brentwood and Oakley are represented at this center.

EAST-Contra Costa Children's Council, 2253 Concord Boulevard, Concord 94520
676-KIDS

Families should contact this service if they reside in Orinda, Lafayette, Moraga, Concord, Walnut Creek or Danville.

Want to Know More, Want to Do More?

We at BANANAS know from experience the many economic, psychological and social difficulties faced by parents in seeking care for their children. We wish all parents could have real choices of safe, nurturing, affordable child care. We wish child care workers were better paid and more highly valued by this society. We wish parents could get the psychological support they need to feel confident and good about their children while they work or study. And, most of all we wish to see children happy, well-fed, encouraged and loved.

We cannot sit by and wait for all these changes to happen magically. BANANAS exists not only to help parents cope with the realities of being a parent right now in this less than perfect world but also to support parents in working for a better future. You can help. Here are some ways to begin.

When you write your City Council Member, County Supervisor, Legislator or other decision makers, follow these simple rules to help make your voice heard:

- Write a separate letter for each issue or bill in question.
- Identify the subject of your letter immediately and clearly.
- Identify any bill you may be writing about by its number and the author's name.
- Use your own words—no mimeographed petitions or form letters.
- Use understandable language (i.e., "translate any professional jargon into lay terms").
- Ask a question if you don't thoroughly understand a bill or the decision maker's position.
- State your reasons for asking for support (or opposition) clearly (i.e., How will the bill affect you, the children or the community-at-large?).
- Cite facts and statistics and experiences pertinent to your community (i.e., the legislator's district), whenever possible.
- Be as brief as possible.
- Request that your views be considered —do not threaten or demand.
- Include your name and return address (position, if applicable) on the letter.
- Know the process of how a bill becomes a law so that your letters and comments will be timely and directed to the appropriate decision maker.
- Follow-up on your letter. . .e.g., check to see how the legislator voted on the issue and say "thank you" if appropriate. Write regularly on the issue.

Child Care Advocacy and Support Groups

■ *County Level*

Children's Interest Commission, 401 Broadway, Oakland 94607
874-5513
This commission deals exclusively with children's issues and welcomes opinions from parents and organizations.

Social Services Commission, 401 Broadway, Oakland 94607
874-5513
Another county commission whose interest is *all* social services, for children as well as seniors, disabled and dependents.

■ *State Level*

California Association for the Education of Young Children, (Call BANANAS for latest local contact).
Although this organization is mostly made up of early childhood educators, parents are welcome to make their concerns known. Offer suggestions regarding new issues, concerns, or strategies for meeting the needs of young children (and parents). Attend their local or statewide events to find out what's going on in the field. (The Federal parent organization to the CAEYC is the NAEYC which publishes *Young Children*, 1834 Connecticut Avenue, NW, Washington, D.C. 20009.)

The California Children's Lobby, P.O. Box 448, Sacramento 95802.
Lobbying for the citizens of California who are under the age of 18 and who have no voice in the political system, this group is active mostly in foster and child care issues. Its publication is called "The Cryer."

California Child Care Resource & Referral Network, 320 Judah Street, Suite 2, San Francisco 94122
661-1714
This organization coordinates the information flow between Resource & Referral agencies (like BANANAS) and allows statewide child care trends to surface and be analyzed.

Governor's Advisory Committee on Child Development (G.A.C.), 1600 Ninth Street, Room 105, Sacramento 95814
(916) 322-8181
This hardworking committee watchdogs child development programs (i.e., child care, employer-sponsored child care, migrant and special needs services) throughout California. Periodically, it publishes its findings in extremely readable booklets available on request. This is a committee to remember if you detect a problem with services which affect California's children.

New Ways to Work, 149-9th Street, San Francisco, 94103
552-1000
This work resource center provides information on new models of part time work, advocacy for the job sharing concept, publications and staff willing to help *you* talk over new work options.

"On the Capitol Doorstep", 926 J Street, Room 717, Sacramento 95814
This monthly publication summarizes major state legislation and regulations affecting children. It is a must for people or programs who want accurate and current policy information.

■ *Federal Level*

American Montessori Society, 150 Fifth Avenue, New York, NY 10011
(212)924-3209
The Society is a clearinghouse for information about Montessori schools and advocates this method for inclusion into American schools.

Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, D.C. 20016
(202)363-6963
An advocacy group for the needs of children,

this organization also publishes a journal and a newsletter.

Black Child Development Institute, 1463 Rhode Island Avenue, NW, Washington, D.C. 20001
(202)387-1281

The institute works to insure that the needs of black children are met and publishes a newsletter.

Child Care Employee Project, P.O. Box 5603, Berkeley 94705
Office: 6536 Telegraph Avenue, Oakland 94609
653-9889

They support child care workers with resource materials, consultation on staff issues, and monthly workshop nights which are open to all child care staff people. CCEP publishes a quarterly newsletter and hand-outs on ways to improve working conditions.

The Children's Defense Fund (CDF), 1520 New Hampshire Avenue, NW, Washington, D.C. 20036
(800)424-9602
Sponsors a nationwide network of advocates to speak for America's 64M children on many fronts—nutrition, abuse, health, etc. as well as child care. They have many publications to send for.

Day Care Council of America, 711 14th Street, NW, Suite 507, Washington, D.C. 20005

Membership organization focusing on current child care legislation, regulations and policy issues. Publishes *Voice for Children* and *Day Care and Early Education.*

Family Day Care Associations
(Call BANANAS for the latest contact in the association nearest you.)

These organizations are made up of family day care providers to support their own important work. They help providers share information and solutions to the everyday problems of self-employment, they offer group liability insurance plans, sometimes they sponsor the Federal Child Care Food Programs or give referrals to parents. These self-help groups are a must for every family day care provider.

National Campaign for Child Day Care for Working Families, P.O. Box 28697, Washington, D.C. 20005

This group of child care advocates has the platform: "Quality child day care for children must be available for all working parents who need it and want it at a price they can afford." Although in its infancy, it's active, organized and welcomes interested parents and child care workers from all over the United States.

Books on Child Care

All Our Children: The American Family Under Pressure by Kenneth Keniston and the Carnegie Council on Children. New York: Harcourt Brace Jovanovich, Inc., 1977.

Choosing Child Care: A Guide for Parents by Stevanne Auerbach and Linda Freeman. San Francisco, CA: Parents and Child Care Resources, 1976.

The New Extended Family: Day Care that Works by Ellen Galinsky and William H. Hooks. Boston: Houghton Mifflin Company, 1977.

A Parent's Guide to Day Care, U.S. Department of Human Health Services, Mt. Rainer, MD: Gryphan House, Inc., 1981.

Working Mothers by Jean Curtis. New York: Doubleday & Company, Inc., 1976.

The Working Mother's Complete Handbook by Gloria Norris and JoAnn Miller. New York: E.P. Dutton, 1979.

Books for Children About Working Parents.

Joshua's Day by Sandra Suroweicki. Chapel Hill, NC: Lollipop Power, 1977.

Mommies at Work by Eve Merriam. Inglewood Cliffs, NJ: Scholastic Book Services, 1973.

The Terrible Thing that Happened at our House by Marge Blaine. New York: Parents' Magazine Press, 1975.

In and Around Your Home

2

Learning at Home

Reading, Books and Libraries

The Arts

Pets and Wildlife

Food and Nutrition

Safety

Learning at Home

The home is the first "learning environment" and the most consistent one. There are many ways to encourage your children to enjoy and learn about life and to gain the skills we must all know to get along in the world! Parents can provide a respect for learning through their own enjoyment in facing new challenges. Most important, experiencing education and growth together is one of the best ways to create a warm, sharing "home".

Infant Stimulation

Children from birth on need love, affection, and a balance of stimulating exposures and quiet times. As early as possible, introduce mobiles, chimes, brightly colored blankets and sheets, and other attractive visual and hearing aids. You do not need to spend a lot of money to provide a stimulating place for your baby. Here are a few ways to enjoy your baby and encourage growth.

- Use clean, non-toxic cardboard and pictures cut out from magazines to make mobiles and large "chewable" books (cover everything with clear contact paper so that it is washable). Displays of bright pictures can be changed periodically, but it is important for children to have consistency in their environment, so guard against too many changes, too often.
- Providing music (use your tape recorder instead of buying a fancy music box) is not only a pleasant experience for babies, but it stimulates the development of aural discrimination.
- Make "feelie books" by mounting scraps of material such as corduroy, velvet, wool, flannel, terrycloth, etc. on strong paper or cardboard.
- Muscle development is an important aspect of babies' growth. Play with infants and observe how they move and when they are ready for more independent movements.
- *Talk* to babies—even when they cannot understand any of what is being said, they will respond to your tone and vocal expression. This aids their communication and sensory development.

The Older Ones

Basketball

Bend a wire clothes hanger into a hoop and hang it from a doorknob, chair back, or such. Practice shooting baskets with a nerf ball, small beach ball, or a balloon! Rolled up socks do well for toddlers.

Bean Bag Toss

Bean bags can be made very easily by cutting off the top of an old sock and filling the toe with beans or rice. Sew the bag together very securely and check its condition often so beans, which can be hazardous to small children, do not escape.

Body Collage (A creative anatomy lesson)

Ask your child to lie down on a large sheet of paper (large enough to fit the whole body). With a crayon, trace the outline of the child's body. Hang it up—look at it, paint it. Make two or three in different positions. Create a mural of footprints, handprints, thumbprints, elbow-prints. Tape a tape measure to the wall. Measure and weigh child and keep a growth chart.

Bubbles

All you need to make good homemade bubbles is dishwashing soap (the kind with the strongest grease-cutting action is best) and some glycerine (available in drug stores). The proportion is about 1/4 cup of detergent to 5 drops of glycerine; keep experimenting until your bubbles are huge and beautiful! Use a hoop that you've saved from the last bottle of bubbles that you bought or make one from a piece of wire. Those egg-dippers from Easter egg dye kits work great. If you're making for a large group of children, pour a batch of bubble mixture on a cookie sheet and make a huge hoop out of a coat hanger . . .Giant Bubbles!

For variety you can blow bubbles through a straw or add food coloring.

Dress Up/Fantasy Play

Children of all ages love to dress up and it is good for them to imitate grown ups doing different things. You can easily make a dress up box with old hats, shoes or boots, jewelry, ties, scarves, jackets, purses, wigs and any other bright or unusual fantasy items. You might add some props for hours of make-believe fun:

Supermarket. Cans and boxes of food, shopping bags, money (make your own), cash register, apron.

Kitchen. Pots and pans, utensils, non-breakable plates and cups, aprons, tablecloth, pitchers, menu (make your own), pad and pencil for orders.

Office or school. Pads of paper (make your own), pens and pencils, scissors, rubber stamps and pads, envelopes, books, line up chairs for desks.

Beauty parlor. Brushes and combs, pins, barrettes, aprons, cotton balls, colored water in nail polish bottles, perfume (no scissors here please).

Other role-play kits could include gardening, carpentry, camping or hospital.

HOME-MADE MAKE-UP

1 Tsp. Crisco

2 Tsp. cornstarch

Few drops of red food coloring/or baby powder.

Remove with skin lotion or cold cream and soap and water.

DANNY CALDER'S BUM MIXTURE

Put vaseline on your face. Tap on uncooked ground coffee.

Egg Carton Sorting

Save empty egg cartons for sorting games. For color matching—glue a piece of colored paper (or make a large dot with pen or crayon) on the bottom of each egg hole. Give child a cup full of buttons or other small colored objects and they can match colors. Object matching—glue small objects onto each egg hole—paper clip, button, penny, nail or other object. Give child a cup full of these objects to match.

Face to Face

Give each child a roll of paper towels and a bottle of glass cleaner. Then assign them to wash the windows—one on the outside, one on the inside. After a few ugly faces the smiles, then the giggles, appear. The fences are mended

and with a little luck, the window cleaned. Younger children can just stand and hold hands and look into each others eyes.

Family Tree

Storytelling is a good way to interact with children, pass on family traditions, and learn history. Children love to look at photo albums (or boxes of photos) and hear about the people over and over again. They like to hear stories from your childhood—don't forget to tell stories about their earlier years, too. Many libraries or cities sponsor historical clubs or neighborhood associations. Often older neighbors or shop keepers remember the "good old days" and can tell about some of the changes they have seen. You can construct a family tree with yourself (or your children) as the center. This will take some research if you want to go back more than 50 years or so. At family gatherings you can interview members and friends of the family to find out about family names, famous ancestors, family expressions, recipes, what people were doing during historical events, relatives who made a fortune (or lost one), how couples met, or discover other things you never dreamed of. Your family tree could include photos and a paragraph about each person. Who knows? It could become an heirloom itself.

Fingerplays

Fingerplays are fun for children and parents. They help children with small muscle coordination, memorization, rhythm and rhyming. They are also good for listening skills and participating with others and can be good before nap time for calming down.

THE TURTLE

There was a little turtle
He lived in a box
(Put index finger of right hand in upward palm of left hand)
He swam in a puddle
(Make a circular motion as if in a puddle)
He climbed on the rock
(Climb over fingertips for rock)
He snapped at a mosquito
(Make snapping motion by raising & lowering fingers & thumb of right hand)
He snapped at a flea
He snapped at a minnow
He snapped at me!

He caught a mosquito
(Clap & unclap as if catching something)
He caught a minnow
He caught the flea
But he did not catch me!
(Point to self)

CLAP YOUR HANDS

Carry out action indicated by rhyme. Other actions are possible, such as "wiggle your nose", "touch your ears", "make a fist"...

Clap your hands, clap your hands
Clap them like me
Touch your shoulder, touch your shoulder
Touch like me
Tap your knee, tap your knee
Tap like me
Shake your head, shake your head
Shake like me
Clap your hands, clap your hands
Now let them quiet be.
(A good "transition" game & teaches parts of the body)

Geoboard

Make a Geoboard to encourage understanding of shapes. Materials used:

Piece of Plywood 1'x1' Square and at least 1/2" Thick
25 nails (1"-1-1/4" long with heads)

With a marker, divide the board into 2" squares. Then pound a nail into the corner of each square in a 5x5 pattern. Rubber bands stretched around the board make geometric shapes. First, just let the child make designs with the bands. Then start discussing the geometric shapes as they appear—triangle, square, rectangle, etc. The

Geoboard later can be used for teaching more advanced mathematical concepts.

Children can help make their own Geoboards. A real 7-ounce hammer is usually just right for children; not too heavy to lift, but heavy enough to drive nails.

Lotto

Children match what is pictured on the small cards to identical pictures on the large cards. This can be adapted to teach colors, numbers, alphabet, shapes, names, etc. Paste or draw pictures or symbols on heavy cardboard covered with clear contact paper (if possible) for durability. Cutting out pictures from catalogues, or saving your junk mail are good ways to collect.

Milk Carton Blocks

You can make a simple durable set of blocks if you save all your milk cartons for a week or two. (Put a bag by the sink and rinse and save until you get enough). Cut off pouring end and fit two cartons together to form a double block. Stuff cartons first with newspaper for sturdiness. Can be left as is or covered with decorative paper or fabric.

Neighborhood Olympics

Why not sponsor an event that children of all ages can participate in and everyone can win? A neighborhood, class or daycare group can plan an olympics event and children can prepare for the big event by advertising, practicing and making prize ribbons for all. A school yard or park can be used (many can be reserved through the school principal or the city Park and Recreation department) but a yard or a driveway will do fine too. Simple ribbons can be made for all participants, no matter the first place winner. Some categories could be:

- bubble gum blowing
- tricycle or big wheel race track
- skip to the mailbox and back
- crawl under a line of chairs (on the grass please)
- roller skate relay race
- tug of war
- basket toss—using laundry basket and potatoes
- dog show—prizes for all entrants—biggest, smallest, longest tail, longest ears, whitest, blackest, grayest, etc.

Obstacle Courses

(Get your child ready for life!) Materials needed:

- Anything and everything.

For babies. Put pillows, boxes, waste baskets around the room. Put something colorful and special near each obstacle. Let baby crawl around and over things and to discover what's there. A couple of chairs on their sides with a blanket thrown over makes a nice, not too dark, tunnel.

For toddlers. Make it harder; outside might be better if they're balance is good enough. Use similar techniques but have them stop, crawl, walk, run and jump. Perhaps a piece of long wood could be used for them to walk on (not off the ground). Use whatever is in your backyard (or living room). A goal helps to cheer them on or an apple for those who (more or less) complete the course.

For older children. Make the course more difficult and add exact rules like, here you walk softly, now skip. Now go backwards, say jump, jump ten times, etc.

Doing the courses with your child the first time makes it more exciting and fun. Adding stories and songs will vary this activity.

Paper Punching Bag

Stuff large paper bags with wadded up newspaper, twist the top and tie with a string. Hang in a doorway and watch out!

Pull Toys

You can make simple pull toys for beginning walkers by saving certain items; empty oatmeal box with lid, empty spools of thread. Put several items that will clank together inside of box (make sure items are not small enough to swallow). Punch hole in box and lid and put a string

through leaving about 10 inches, tie a knot. Tape lid onto box. Tie another string near knot for handle. Leave as is or decorate with paper. For spool pull toy, string spools onto piece of rope or yarn for pulling behind little ones.

Puzzle Pieces

Cut out that really cute picture you saw in the magazine and paste it on a piece of cardboard. Cover the picture with clear contact paper and then slice it all up into curvy pieces.

Hint: Before giving puzzles to small children, mark the back of each piece with a number or color. This helps when the puzzles and their pieces get all mixed up.

Simon Says and Follow the Leader

(for Outdoors)

In trying to copy another person's movements, children think about how their bodies are put together and how to make their body movements match those of the model.

Transparencies

Between two sheets of wax paper, lay leaves. (autumn ones are best) or fern fronds, or pressed flowers. Iron both sides of the paper, trim the edges, and poke a ribbon through a hole at the top. Hang it from a window for the sun to shine through. (Younger children will need help with the ironing.)

Gardening, Indoors or Out

Children love to dig, plant, weed, water and watch things grow. Whether you have a large or small yard, or no yard at all, you can grow things. A nice and simple kitchen garden can be started on a window sill. Save carrot or onion tops and put them in a small amount of water—watch them sprout tails and fans. Pumpkin seeds are good to grow, you can use an empty egg carton full of dirt to start them in. Indoors you can grow flowers too. Outdoor gardens projects are fun and can lead to water and mud play and snail hunting.

Make Sprouts

Buy alfalfa seeds at a health food store—one ounce of seeds will give you four or five crops of sprouts. Use two tablespoons of seeds for each quart jar you start. Soak seeds overnight; drain well and put into jar. Punch a few air holes in the lid, then add lid to jar (or stretch a piece of cheesecoth over the jar, secure with a rubber band). Set the jar on its side in a warm spot in indirect light. Rinse seeds with water twice a day; drain well after each rinsing. If seeds pack together during rinsing you can loosen them with a fork before replacing jar lid. The seeds will sprout in four or five days—at this stage they will almost fill one jar. If the sprouts haven't turned green by harvest time, set them in direct sun for a while, and you will see whimsical, curly sprouts. Eat plain or with dressing. (Note: soy or mung beans can also be used.)

Living Easter Basket

Start a week before Easter. Using a green plastic berry basket, line the bottom of the basket with 5" square of foil or plastic wrap. Pour into basket 1/2 cup vermiculite (porous potting soil). Sprinkle on top 2 teaspoons of wheat berries or grass seed. Pour in 1/2 cup water. Do not water again. Cover the basket with plastic wrap for 1 or 2 days. Uncover and watch the grass grow.

Moldy Pumpkin Experiment

After Halloween, cut three large pieces of pumpkin for the Moldy Pumpkin Experiment. Put two pieces on separate plates. Cover one piece with a clear, glass bowl. Leave the second piece open to the air. Put the third piece in a bowl of water. Watch the changes begin and show the children each day. Keep the experiment going as long as you can stand it. Good for discussing mold, decay, insects, drying processes.

Baggie-Rootbox

Take 3 bean seeds and soak them in water overnight. Fold a paper towel so that it will fit into a baggie. Use clear tape to stick the seeds to inside of baggie. Moisten the towel. Using flap of bag-

gie, tack the "baggie-rootbox" to the wall. Keep towel moist but not soggy. When seeds sprout, move bag to sunny spot. When roots, stems, and leaves appear, transplant.

Plants That Have Babies/ Plants That Move

A good way to introduce botany to children is to plant hardy, interesting plants together. Plants that have babies include Devil's Backbone, the Air plant, and Chandelier plants—they all sprout little babies along their edges. Plants that move are the Prayer plant, the Sensitive plant, and *oxalis regnellii*—their leaves fold and unfold with the day's stages.

Rainy Day Blues

Cabin fever or the rainy day doldrums strikes all parents at some time. Here is a list of games and activities you might find useful in combating the rainy day blues.

Activities from the Kitchen

Fruit salad. Kids can cut up bananas, oranges, grapes, or other soft fruit with plastic knives.

Fingerpaint with soap suds. Mix equal parts of soap flakes with water and a rotary beater until it becomes the consistency of whipped cream. You can add powdered tempera paint, coloring, or liquid tempera. Paint on brown paper bags, paper plates, or the linoleum floor. This particular paint is easily washable.

Play dough. Use different recipes for different textures. (See pages 44-5.)

Applesauce. Kids can observe the process easily if you do it in an electric frying pan on a low table. Wash and cut the apples (leave the skins on) then cook and smash. Watch out for accidents!

Noodle jewelry. String macaroni and other noodles into jewelry. Use food coloring to make different colors.

Collages. Can be made from almost anything—rice, noodles, old material, beans, pictures from magazines, thread, ribbon, sand, broken jewelry, egg shells, bottle caps, plastic lids, etc.

Egg carton trains. Use discarded egg cartons, tie a string to the cartons to connect trains and also to pull the train. The "passengers" can be little people toys.

Stained glass windows. Draw on coffee filters with magic markers—paste on windows or hang on string.

Aggression Cookies

(makes 6 dozen)
3 c brown sugar
6 c oatmeal
3 c whole wheat flour
3 c margarine
1 T baking soda
raisins, nuts, other goodies

Smush together all ingredients in a large bowl. *Squeeze* into small balls about size of a walnut. (At this point you will need a plastic glass that has been greased on the bottom and dipped in sugar.) *Smash* the dough-balls on a baking sheet into little rounds. (Don't forget to re-dip the glass in sugar.) *Bake* 10-12 minutes at 350 degrees. *Eat.*

Ironed Cheese Sandwiches

You will need an iron, ironing board, bread, butter and cheese. Place cheese between two slices of bread. Butter both sides of bread. Wrap sandwiches in aluminum foil and iron your aluminum package on both sides. Another variation is "ironed" peanut butter and jelly.

Popcorn for a Rainy Day

You will need an electric popcorn popper, or an electric skillet, and a large bed sheet. Spread sheet out on the floor, place popper in the middle of the sheet, and make your popcorn as usual. That's right! Leave the top off. Keep the children on the outside of the sheet and watch. (On a sunny day, use an extension cord and put the popper outside. See how high the popcorn soars.)

Games From Around the House

Things to do:

- Wash all the toys that are washable—including dolls.
- "Paint" with water and paint brushes—this is good for outside on warm days, too.
- Make costumes and masks out of paper bags and paper plates.
- Create doll houses out of cardboard boxes—use different size boxes and create a whole town.
- Wrap small items inside bigger boxes and put them in "layers" of boxes. Kids unwrap them and wrap them back up for the other kids (use newspaper for wrapping).
- Put a piece of paper on a record player (with no record) and turn it on. Use magic marker to develop a design on the paper as the turntable swirls around.
- Transplant plants—use a lot of newspaper to protect floor.
- Get out the family album and look at pictures, tell stories about when the kids were babies, when adults were children, etc.
- Have a scavenger hunt inside the house.
- Have a "sing along".
- Write down child dictated stories on big pieces of paper; children illustrate the stories.
- Record children on a tape recorder—have an adult record children's books on the tape recorder, then children "read" them by themselves by listening to the tape and following the story in the book.

After the Rain Stops

Go on a neighborhood walk. Search for earthworms, insects and snails that come out after the rain. Observe how the flowers, leaves, and trees hold onto the rain drops. Find all the objects that have collected rain water and see what creatures have found a place to live in them.

Dial-A-Zoo: 661-4844 (taped information on hours and admission fees.)

Dial-An-Event: 391-2000 (San Francisco Bureau of Visitors.)

Dial-A-Star: 661-0500

Dial-A-Hearing-Test: 776-1291

Dial-A-Bird: 843-2211 (Golden Gate Audobon Society)

Dial-An-Earthquake: 642-2160 (U.C. Seismograph Service)

Dial-A-Tooth: 924-7187 (24 hrs.)

Dial-A-Story:

Richmond Public Library:
235-2080 or 235-2081
San Francisco Public Library:
626-6516
Berkeley Headstart Dial – a – Story:
848-9089

Trips—Going Nowhere

A trip to your backyard or around the block or a couple of blocks away might seem to you like "going nowhere", but add a little imagination and these adventures can be magically transformed to a child, probably even to cynical old you!

IN THE BACKYARD, TRY:

Snail Races

Catch the snails. Then sort them into egg cartons (with holes punched in the top); name them; try feeding each one on different weeds, ending up with a snail race. (I'm rooting for "Pokey"!)

Weeding

Dandelions are the easiest for little ones to identify; but as children grow older, they can get to be expert weed botanists.

Sidewalk or Tree Rubbings

Put a piece of paper on the bumpy sidewalk or against a tree trunk and chalk over the paper. Try some of the most interesting cracked parts of the sidewalk and different types of tree barks for best results.

Walks are interesting in and of themselves but try adding weather:

- A walk in the rain
- Windy walks
- Snowy (?!?) walks
- A walk in the dark

Or, before you start your walk, *make a map*. . .one with simple instructions, "Turn left at the first corner, then turn right and cross the street. . ." so that you don't know where you'll end up. Or, one that is real "Walk two blocks up Main Street, turn left onto Broadway. . ."

In and around your town,

A Trip to Your Local Fire Station

This is fun for all ages. It's getting hard to find one with a pole anymore but the engines, alarms, gear and firefighters provide for a stimulating field trip for groups or singles. Every city, incorporated or not, in Alameda County has a fire station which can be visited (BANANAS has a list on file). All welcome groups of visitors, some will not accept single visitors, and all require or appreciate a reservation.

Find a House or Building Being Built

This is great for watching bulldozers, surveyors, carpenters. And, it's worth going back at intervals to see the progress.

Go to Your Local College Campus

Go on a schoolday and then on a weekend or holiday for very different feeling field trips.

Go Jump in the Tub

Even children who complain that their baths are too hot don't seem to mind going to a hot tub. Bring a rubber ducky along!

On the Bus

Sometimes it's not where you go but how you get nowhere—take a BART or bus trip to the end of the line. . .and then back.

Going to Work

Take your child/ren to your workplace during the flurry of workdays or the quiet off-hours. If you go during work hours, the child/ren can meet your co-workers (whom you have probably mentioned at home) and can get an idea of what you do all day. Bring home a sampling of your work (stamp pad and stamp, old papers and envelopes. . .) so your child/ren can act out "going to work."

Positive Images

Helping children to grow up with positive self images of themselves and others is not an easy job in this world with so much sexual and racial stereotyping! Here are some suggestions:

- Question sexism and racism as they occur in everyday life, on TV, in books.
- Think about yourself, your values, and the roles you provide for your children.
- Screen the books before you buy or borrow from the library.
- Edit or change books you basically like but which include some offensive lines or sections.

- Hang pictures and art from many cultures in your home. Buy magazines which have different ethnic groups well represented in their pictures.
- Encourage doll play for all children by providing boy dolls as well as girl dolls; find dolls with varied racial and cultural features.
- Provide materials, lengths of cloth, feathers, etc. for children to create their own costumes for dress-up.
- Create new physical play spaces which are not seen as the domain of one sex or another—grocery store, hospital, circus. . .
- Invite children of the opposite sex from your child's over to play after school or on the weekends.
- Compliment both sexes on their appearance, not just girls.
- De-sex make-up; show men in other cultures with make-up, transform children into animals, clowns, etc.
- Make flip books where heads and bodies of familiar community workers can be interchanged—men and women in equal numbers of different races.
- Always answer questions about racial and sexual differences honestly and clearly.
- Point out women in non-traditional occupations when you see them, but don't make a "big deal" out of the fact that a woman is fixing the street.
- Avoid (when possible) buying or giving toys which are in packages depicting children in sexually stereotyped roles.

Want To Know More? Want To Do More?

The following publishers and organizations offer information on non-racist and non-sexist material:

American Council on Education, 1 Dupont Circle, Washington, D.C. 20036.

Ask for "Reading Ladders for Human Relations."

The Council on Interracial Books for Children, 1941 Broadway, New York, NY 10023.

This agency publishes a newsletter, annual bibliographies, and a pamphlet entitled "Ten Quick Ways to Analyze Childrens Books for Racism and Sexism."

Educational Resources Information Center/Elementary and Early Childhood Education (ERIC), College of Education, University of Illinois, Urbana, IL 61801.

Ask for their newsletter as well as their bibliographies on various children's literature topics.

Multicultural Resources, Box 2945, Stanford, CA 94305.

Ask for "Multicultural Bibliography for Preschool through Second Grade."

National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C., 20009.

NAEYC publishes "Cultural Awareness, A Resource Bibliography" and yearly bibliographies of children's books.

Scarecrow Press Inc., Liberty Street, Metuchen, NJ 08840.

Ask for "Hispanic Heritage."

Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017.

Ask for their annotated bibliographies, materials resource list, and other publications on children's literature.

Contact your local libraries and book stores for bibliographies, suggestions and publishers' lists.

■ *Other Resources*

Bay Area Bilingual Education League (BABEL), 255 East 14th Street, Oakland, CA 94606.
451-0511

This educational organization is dedicated to helping children of all language backgrounds through the development of bi-lingual educational programs for use in local school districts and by providing technical assistance and advocacy.

Black Child Development Institute, 1463 Rhode Island, N.W., Washington, D.C., 20005.

Publishes the Black Child Advocate and produces other materials on the black family and community as well as advocacy and policy programs.

Interracial People for Racial Identity in Education (I-PRIDE), 1419 Walnut Street, Berkeley, 94709.
lege, Oakland, 94613

A support and advocacy group which works with the schools and community to increase the awareness of and well being of children and adults who are of more than one ethnic or cultural heritage. They publish a monthly newsletter and other materials.

Math/Science Resource Center, Mills College, Oakland, 94613
430-2230

This is a program which encourages girls and young women to enter the fields of science and math by providing workshops, classes, curriculum materials, and research for use by students and teachers.

Books on Infant Learning

Baby Learning Through Baby Play by Ira J. Gordon. New York: St. Martin's Press, 1970.

The First Twelve Months of Life by Frank Caplan. New York: Grosset & Dunlap, 1973.

Games Babies Play & More Games Babies Play by Julie Hagstrom and Joan Morrill. New York: Pocket Books, 1981.

Help Your Baby Learn by Stephen Lehane. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1976.

Right from the Start: A Guide to Nonsexist Child Rearing by Selma Greenberg. Boston: Houghton Mifflin, 1979.

The Second Twelve Months of Life by Frank Caplan. New York: Grosset & Dunlap, 1977.

Books and Magazines on Learning at Home

And Jill Came Tumbling After: Sexism in American Education by Judith Stacey, Susan Bereaud, and Joan Daniels. New York: Dell Publishing, 1974.

Beautiful Junk, Project Head Start, Office of Child Development, U.S. Government Printing Office, Washington DC 20402.

Family Folklore by the Smithsonian Institute. Consumer Information Center, Department 166H, Pueblo, CO 81009.

Farallones Scrapbook by the Farallones Institute. New York: Random House, 1971.

Freebies (Magazine), P.O. Box 5797, Santa Barbara, CA 93108.

Growing Up Equal by Jeanne Kohn Jenkins and Pam MacDonald. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1979.

How to Tape Instant Oral Biographies by William Zimmerman. New York: Guarionex Press, 1981.

Learning Through Play by Jean Marzollo and

Janice Lloyd. New York: Harper & Row, 1974.

Non-Sexist Childraising by Carrie Carmichael. Boston: Beacon Press, 1977.

Parent's Choice (Newsletter), P.C. Foundation, Box 185, Waban, MA 02168.

Parents Guide to Childrens Reading by Nancy Larrick. Garden City, New York: Doubleday Inc., 1975.

"Reading with Children Through Age 5", The Child Study Children's Book Committee, Bank Street College, 610 West 112th Street, New York, NY 10025, ($2).

The Reason for Seasons by Linda Allison. Boston: Little Brown & Company, 1975.

The Science Book by Sara Stein. New York: Workman, 1979.

Supertot by Jean Marzollo. New York: Harper & Row, 1979.

Toy Book by Steven Caney. New York: Workman, 1972.

Toys: Fun in the Making, U.S. Government Printing Office, Washington, D.C. 20402.

Here's How Bananas Can Help You

We have a comprehensive reference library of books, materials, bibliographies, and periodicals which you can use at our office. (Sorry, our lending library got "lent and kept")!

BANANAS also has a set of "Baby Briefs"—hand-outs which describe the month by month growth of children from birth to two years. These free hand-outs also tell you what babies like to do and what activities are important and appropriate by age. The "Baby Briefs" are available in English, Spanish, Chinese.

Reading, Books and Libraries

Here are some reasons for reading to children and some tips on how to do it, despite the bedtime wearies!

Reading to children is a nice (quiet) activity to do together and it's a giant first step for children themselves in the process of learning to read. Many parents read to children just before bedtime—it's so soothing to snuggle up listening to the adventures unfold from the page. But, if reading before bed doesn't work in your family's routine, any time during the day when you can sit down with your child for reading is a *Good* time. The close physical contact with an adult and the direct eye contact with the pictures and words in a book or magazine make an enjoyable and special learning experience not easily duplicated outside the home. With you, the child can choose the story, help hold the book and sometimes turn the pages and ask thousands of questions. These things are not always possible in a group situation, so even if your child hears a story or two every day in child care, don't leave reading out of your family life.

Even very young children like to hear stories and soon come to have a favorite (or two) which they want to hear over and over. However hard it is to re-read *The Cat in The Hat* for the seemingly 1,000th time, it is worth it. You give children a sense of power when they have heard a story so often they "know it by heart." And, children will enjoy "reading" favorite stories back to you and to other children, relying on memory and the pictures to tell the tale. Young children also like to participate when a parent is reading a more difficult story to an older child. Try letting a toddler sit in (at least sometimes) and listen to the story or even look at a picture book while you read to older brother or sister. This gives little ones the message that reading is a family activity in which they are welcome.

Few books are perfect for every family. Feel free to alter sections of the story which don't fit your family's values. For example, you can *change* an ending: from "and they lived happily ever after" to "and they took a nice walk in the woods to talk about the future." or you can *comment* on statements in an otherwise enjoyable story which seem sexist, racist, or out of place with your standards. This demonstrates that everything in books isn't necessarily true. And it also illustrates that reading is both saying the words *and* thinking about what the words say. Another helpful "last book of the day" idea

is to turn any story into a goodnight tale—just say "goodnight" to all the characters and objects pictured on the last page.

As your child grows older and begins to read sophisticated "chapter-by-chapter" books, don't give away the old simpler favorites. These make good first readers—much easier for your child to read because they are so well known. They are also handy props for playing school.

Don't give up reading to your children once they start reading. Continue your family's "story hour" and incorporate your child's new skill. You read to them and let them read to you and to anyone else in the family who will listen. Brothers and sisters can learn to be good audiences for a beginning reader and are sometimes more patient (and more wide-awake!) than parents.

Have a special place to keep your child's books—well within reach and not too high (books are awfully heavy when they topple over). Stock your home library with second-hand books from stores or garage sales; or encourage your child to exchange books with other families. Borrow books from the library to read them before you make a purchase.

When your child (no matter how young) asks you a "why?" question, look it up in a book. Make a point to show your child what you are doing and how we can often rely on books to give us useful information. And don't forget to show your child how books work—which side is up, how to turn pages, how to use a bookmark, how to put it back on the shelf.

Books make excellent presents for all special occasions, or for no *special* reason—just to give a book! But selecting from the thousands and thousands of children's books now being published is no easy task. First, ask for recommendations from trusted friends, the children's librarian at your local branch, bookstore salespeople or other "booklovers."

Then, spend some time browsing. Look for: clarity, simplicity of style and design, clear colorful illustrations. (For little ones: look for durability and simplicity of color, plot, concept, and presentation; alphabet and rhyming books, too. For older ones: tales of intriguing plots, adventures, human drama.) Don't be fooled by too many gimmicks—though some people like the tremendously fascinating pop-up books! It's helpful if you have time to briefly read the story to see if it reflects the ideas or beliefs you would like to pass on to your child. If you somehow choose the wrong book or a book which is too advanced for the child, either you can read it *to* the child or you can put it away to bring out later when the child is ready. It's also fun to try to find books you remember from your childhood (the feelings you still have add to the reading) and then read them to your children—sometimes you will be very surprised: enough said!

Try making a "ME" book. Make a book using computer paper or pages of paper stapled together. Have your child draw pictures of favorite things, activities, family, etc. Include handprints, footprints, photos, locks of hair, etc. Children love to read about "ME!" (Not a bad inexpensive present, either.)

And finally, children learn to like what we like; if they see you reading they will know you value the activity. Try not to feel guilty about wanting to read a magazine or book when children are asking for attention. Invite your child to get a book and sit down near you. You can also set aside a regular time when all family members choose something to read and do it together. Or, you can turn off the T.V. and say "let's all read for awhile." The example that reading is something you enjoy doing is worth a thousand "lectures" on the importance of books.

Reading Activities

Here are some simple (and some not so simple) reading related activities for you and your child to try at home.

• Make a book by folding some paper in half. Then, as child dictates a story, write the story in large clear letters in the book. Let your child illustrate and then very proudly "read" his/her "book."

• Give children rubber stamps of their names and an ink pad.

• Cut out pictures from magazines and have your child make up stories about them.

• Use photographs of family and friends to make small books.

• Scrounge up an old typewriter to "bang away at" without any worrying.

• Put some magnetic letters on the refrigerator; use to write simple messages to family members. These are wonderful learning aids which give children an opportunity to see that letters make words.

• Make and decorate a mailbox for your child. Kids love to get mail (dont't we all!). Send your child short letters.

• Buy a subscription to a children's book club or magazine.

• Encourage friends and relatives to write and encourage your child to also send letters—a young child can dictate a letter to you. Let child put on the stamp and walk it to the mailbox.

• Count out letters and words in the books or magazines, or newspapers you are reading.

• Talk, listen, and read to your children.

• Play matching games with pictures, letters, and words. . . .

• Tell stories about when you were little or about when your child _____.

Going to the Library

From the very first time you take your child to check out picture books, the library can become a rich resource for you and your family. In addition to cozy corners full of inviting books and child-size furniture, many libraries offer pre-school story hours, reading clubs for older children, holiday activities, movies and periodic special children's events. Libraries also offer a myriad of services for adults from therapy groups and workshops to Berkeley's Tool Lending Library. Some let you check out records, tapes, art prints and other items besides books (the Main Library in each city usually offers the broadest range of materials.) Some library systems even offer services which don't require your going to a library—telephone information sevices, Dial a Story for Children, bookmobiles and delivery services for sick or disabled patrons. Unfortunately, not all services are available at all libraries or from all City library systems. Your local branch will be able to tell you about additional services the Main library or other branches of that system offer.

The key to getting the most out of your neighborhood library is to visit and explore personally what it has to offer. No matter your children's ages, try to make the first visit with them. . .to introduce them, in a way. Once there, encourage your child to feel comfortable enough in the library to ask the librarian for help. Sometimes a library can be rather overwhelming without a guide. Most libraries will allow children to have their *very own* library cards if they can print or write their names

somewhat on the line. This is usually a big thrill for little ones. Hopefully, it can also be a useful way to teach responsibility to *all children* for "checking out *and* returning" books. Rain or shine, a trip to the library is well worth while.

Libraries in North County

All branches have preschool story hours and other activities for children. Schedules vary, so call your nearest branch for hours and information.

■ *Alameda*

Main Branch, 2264 Santa Clara Avenue
522-5413

Branch, 8th & Santa Clara
522-4959

Teletype for the Deaf, Hours: Monday-Friday 9-5
522-2072

■ *Albany*

Alameda County Library, 1216 Solano Avenue
526-3720

■ *Berkeley*

Main Branch, 2090 Kittredge Street
Information—644-6100
Reference Dept—644-6648
Young People's Room—644-6783
Library Line (Shut in/Disabled)—644-6160
Extension (Convalescent Services)—644-6713
Media Machine—644-6095
Berkeley Information Network (Information on people serving agencies)—540-0666
Weekender Information Service—540-0222

South Branch, 1901 Russell Street
644-6860

Claremont Branch, 2940 Benvenue Avenue
644-6880

North Branch, 1170 The Alameda
644-6850

West Branch, 1125 University Avenue
644-6870

■ *Oakland*

Main Branch, 124 14th Street
Information Desk—273-3134
Art, Music & Recreation—273-3178
Project Outreach (Shut in/Disabled) weekdays—530-0563
Youth Services—273-3615
Bookmobile—832-1322

Brookfield Village 9600 Edes Avenue
562-8282

Diamond Rohan 3565 Fruitvale Avenue
530-3881

Eastmont 7900 MacArthur Boulevard
568-0503

Elmhurst 1427 88th Avenue
632-1500

Golden Gate 5606 San Pablo Avenue
652-3584

Lakeview 550 El Embarcadero
451-1610

Latin American* 1900 Fruitvale Avenue
532-7882
*This library offers story hour in Spanish as well as other Spanish materials and resources.

Martin Luther King 6833 East 14th Street
632-4861

Melrose 4805 Foothill Boulevard
532-6800

Montclair 1687 Mountain Boulevard
339-9505

Piedmont 160 41st Street
658-3160

Rockridge 5701 College Avenue
652-1065

Temescal 5205 Telegraph Avenue
652-2504

West Oakland 1801 Adeline
832-3519

Asian Community* 449 9th Street
273-3400

*This library offers materials and services in Chinese, Japanese, Korean, Filipino and Vietnamese as well as English.

Teletype for Deaf
834-7446

■ **Libraries in South County**

All of these libraries have pre-school story hours and periodic activities for children—especially around the holidays. Some have crafts and films for older children. Call for specific information.

■ *Castro Valley*

Alameda County Library 20055 Redwood Road
881-6036

■ *Dublin*

Alameda County Library 7606 Amador Valley Boulevard
828-1315

■ *Fremont*

Alameda County Library

Main, 39770 Paseo Padre Parkway
791-4794

Irvington Branch, 41825 Blacow Road
791-4785

Niles Branch, 150 "I" Street
791-4791

Teletype for the Deaf
796-9749

■ *Hayward*

Main, 835 "C" Street
581-5464

Branch, 27300 Patrick Avenue
782-2155

■ *Livermore*

City Library
1000 South Livermore Avenue
447-2376

Teletype for the Deaf
447-2376

■ *Newark*

Alameda County Library 37101 Newark Boulevard
791-4792

■ *Pleasanton*

Alameda County Library 4333 Black Avenue
462-3535

■ *San Leandro*

Main, 300 Estudillo
483-1511

Manor Branch, 1307 Manor Boulevard
357-6252

Mulford-Marina Branch, 13699 Aurora
357-3850

South Branch, 14799 East 14th Street
357-5464

■ *San Lorenzo*

Alameda County Library
395 Paseo Grande
881-6034

■ *Union City*

Alameda County Library 33942 Alvarado Niles Road
471-6771

Special Library Trips

Kensington Library, 61 The Arlington Ave., Kensington 94706
524-3043

This small, but friendly, library is situated next to an enclosed totlot with swings, sand, and a climbing structure. There's a small picnic table and, because it's close to the Kensington Recreation buildings, places for older children to explore.

Or, drive on further up the Arlington, not too far, to *Arlington Park* (1120 Arlington Ave., 234-

9632). This is a large beautiful city park with a small lake, tennis and basketball courts, wooden climbing equipment, sand, swings, a blackberry patch jungle, small hill for "mountain climbers" to tackle, and picnic tables and grills.

Richmond Library, Civic Center & McDonald Ave., Richmond 94804
231-2123

Several civic buildings grandly face each other including the library, the Art Center, the City Hall, Memorial Auditorium, and Hall of Justice. The library offers story hours and puppet shows and the Art Center usually has a show. Nearby is Nicoll Park at 30th and MacDonald. It has lawn, picnic tables and play equipment as well as tennis and softball, putting and bowling greens for all the family. In the summer, there are free band concerts every Sunday afternoon at 1:30 given by the Richmond Municipal Band.

If you still have the energy, you can go to one of the Richmond shoreline beaches like Keller Beach, Miller Regional Park of Point Molate Beach.

Special Library Services

BALIS

The Bay Area Library and Information System is an association of seven independent city and county libraries (Alameda Free (City) Library, Alameda County Library, Berkeley Public Library, Contra Costa County Library, Livermore Public Library, Oakland Public Library, and Richmond Public Library) which pool their resources to provide maximum library access to the members of each community. One of its special services is the *Weekend Library Line*, a toll-free telephone question answering service for residents of Alameda and Contra Costa Counties:

Phone: 540-0222. Hours: Fri-Sat 6-12 p.m. Sun. 1-12 p.m.

Contact your nearest BALIS member Library to find out about other services available to everyone through this cooperative system.

On-going Children's Film Showings
(Call for Schedule and Information)

Albany Library
526-3720

Richmond Library
231-2123

Oakland Library
273-3134 (for school groups by appointment only)

Want To Know More? Want To Do More?

Many libraries have annual book sales; some even have a shelf of paperback and hardback books which are always on sale. Donate your used books, or those you are ready to pass on to the library, or donate your time to help at the library book sales.

In some cities, there are citizen library boards, commissions, or Friends of the Library groups. Call your local library to see how you can get involved.

Reading specialists report that interest in adult reading classes is on the rise. People from all walks of life are signing up to sharpen their reading skills. If you are interested in exploring this idea, call your local adult school or community college. They try to be responsive to community requests.

Or, contact the EAST BAY READING ASSOCIATION, whose members are dedicated to encouraging reading and writing. Ask your child's school teacher to find out about the Young Authors Award Ceremony held annually at Children's Fairyland in Oakland. Call BANANAS for local addresses.

The Arts

Children love to explore and art is one way for children to explore and to understand the materials of their world as well as the contents of their own minds.

Provide a good range of materials including paper, markers, scraps, glue, scissors, clay. Then plan to share in the pleasure of creating with your child.

1. Remember your child's age and level of development; don't push beyond this level except as your child asks naturally.

2. Stay away from initiating discussions of art theory. If you wish to help them with problems they are facing, teach by suggestions and example but don't expect them to copy your ideas literally.

3. Allow for freedom in their use of materials. Projects should not be so involved as to limit this need.

4. Help your child feel satisfied with the projects. Be encouraging and display the results.

5. Get involved, as a shared activity, modeling a favorite animal out of clay or creating a collage. Children like company and want to know that the adults around them care and are interested. Enjoy the happy moments and conversations together while actively creating.

Be supportive as your child (and you!) express yourselves. When your child says, "Mommy, this is a picture of my clown. . .he's happy!" she is expressing a personal experience through art, an experience she may not be able to verbalize easily. An observant parent could learn a lot about a child's inner life by following the stories and images he or she produces, but for this to happen the artistic activities should be protected from criticism. What the clown looks like artistically is not as important as why the clown is in the picture and what the child is expressing about his or her fantasies or needs or observations. Children become critical of their own creations soon enough and then begin to perfect their method.

What follows next is a list of ideas for art projects and places to visit. Or call for listings of current children's art classes, museums, community art projects, a bibliography on children's art and other resources.

Art and Craft Projects

Playdough

Its uses are endless. It can be made ahead of time and stored, or the making of playdough can be a morning's activity.

1. By providing cookie cutters, small blunt knives, and of course a rolling pin, a child can learn about shapes and forms.

2. By baking the pieces at low heat until they are rigid, one-of-a-kind creations can be preserved "forever." In this way, playdough can be used for other, more complicated projects, like puppets' heads, permanent animals for toy countrysides, or "food" for a kitchen corner.

3. By giving each child a glob of dough and access to eyedroppers or squeeze bottles filled with food coloring, color experiments can begin.

4. By brushing tempera paint on dried playdough objects, printing stamps can be made.

5. By adding extra salt, rock salt, sand, sawdust, the texture of playdough can be varied.

6. By adding vanilla, almond, lemon, or peppermint extract, the playdough can be scented, too.

Here are the three best kinds of playdough. Other recipes are usually variations of these.

Cooked playdough

2 c flour
2 c water
1 c salt
4 t cream of tartar
2 T oil

Cook three minutes to the consistency of mashed potatoes. Turn out on waxed paper to cool. Knead a bit. Store in a plastic bag or other air-tight container so it won't dry out.

No-cook playdough

3 c flour
1 c salt
1-1 1/2 c water
food coloring, or
1 T powdered tempera
1 T oil

Combine ingredients and mix. Add more flour if mixture is too sticky. Store in a plastic bag.

Rubbery playdough

2 c baking soda
1 1/2 c water
1 c cornstarch

Add baking soda and cornstarch to the water and mix with a fork until smooth. Boil the mixture over medium heat for one minute, or until it thickens. Spoon onto a piece of waxed paper or plate until it cools. (This playdough responds to the warmth of your hands, and will change as the child works with it.)

Baker's Dough Ornaments

Mix 2 cups of flour and 1 cup of salt together; add 1 cup water, a little at a time. Knead 7-10 minutes until dough is smooth. If dough is still a little sticky, add more flour during kneading process. Store in a plastic bag until used. Don't use self-rising flour. Dough can be stored in the refrigerator a few days but it is easiest to work with if you make it just before use. Make your ornaments right on a cookie sheet—they are not easily moved without damage. You may want to line cookie sheet with aluminum foil. If you use a mold, wipe inner surfaces with a light coat of cooking oil before pressing in the dough. To join two pieces of dough together, moisten both edges with tap water and press together.

Mix 2 cups of flour and 1 cup of salt together; add 1 cup water, a little at a time. Knead 7-10 minutes until dough is smooth. If dough is still a little sticky, add more flour during kneading process. Store in a plastic bag until used.

Don't use self-rising flour. Dough can be stored in the refrigerator a few days but it is easiest to work with if you make it just before use. Make your ornaments right on a cookie sheet—they are not easily moved without damage. You may want to line cookie sheet with aluminum foil. If you use a mold, wipe inner surfaces with a light coat of cooking oil before pressing in the dough. To join two pieces of dough together, moisten both edges with tap water and press together.

Oobligook

Place 2 cups warm water in a bowl, sprinkle 3 cups cornstarch in, and mix with your hands. Add food coloring if you wish. The mixture becomes liquid when left alone, but turns to solid from the heat of the hands. Fascinating.

Soapflake fingerprints

Make paints by mixing soapflakes (*not* detergent) in a bowl with a small amount of water. Let children beat the mixture with an egg beater. Add powdered tempera or food coloring. Messy fun!

Colored chunk chalk recipe

In a small paper cup, put two heaping spoons of powdered tempera. Add about 1/3 cup water and stir. Then add 3 heaping spoons of plaster of paris. Mix until it's the consistency of sour cream. Let set until hard. Then tear off the paper cup and let kids draw on the sidewalk or driveway.

Modeling Clay

1 c cornstarch
1 1/2 c cold water
2 c baking soda
food coloring if desired

Mix all ingredients together. Heat over medium heat, stirring constantly until thick and dough-like. Cool, cover with a damp cloth. Store in an air tight container. Shellac will seal or preserve any object made with this kind of clay.

Finger Paint

Finger paint is easy to make (but dangerous to eat) by mixing liquid laundry starch and powdered paint or food coloring together.

Papier Mache

Get a large bowl and fill with one-inch squares of newspaper. Completely cover the scraps with hot water and soak overnight. Next, squeeze out excess water. Add one cup of paste to every three cups of paper and mix thoroughly. To make paste mixture: mix 1/3 c flour with 1/4 c water. To avoid a messy mixing job, place in a plastic bag and knead.

Homemade Paint

1 c liquid starch
6 c of water
1/2 c soap powder

Dissolve soap in water and mix well with starch. Add food coloring of your choice.

Crayon Rubbings

Use the side of a crayon and a piece of paper. Some good things to print this way are manhole covers (beware of the street), keys, plates, tree trunks, metal gears or coins. String makes a good rubbing because you can put it down, rub it and change the design to something else.

Beads

Make your own beads for stringing—use small salad macaroni (the wheel macaronis work also). Color them by dying in a mixture of rubbing alcohol and food coloring. Leave in the mixture until the color seems right. You can use a jar with a lid and shake it every now and then. Drain and let beads dry.

Sandpaper Prints

Cut a piece of sandpaper into quarters. Color a design with crayons (press hard, the more color the better) on sandpaper. Place sandpaper face down on another paper. Iron the sandpaper (place newspaper or pressing cloth between iron and sandpaper). Use "Cotton Setting." Wait a few minutes. Lift sandpaper and you have two prints.

Thumb Prints

Use a stamp pad to make people and animals. Press thumb into stamp pad and then press thumb onto a piece of paper. Add eyes, ears, tails with marking pens to make a delightful and interesting creature.

Transparencies

Between two sheets of wax paper, lay leaves (Autumn ones are best) or fern fronds, or press-

ed flowers. Iron both sides of the paper, trim the edges, and poke a ribbon through a hole at the top. Hang it from a window for the sun to shine through. (Younger children will need help with the ironing).

Crayon Textured Pictures

Draw pictures with crayons. Add texture by using additional materials, for example: A scene of some hills can have small flowers pasted on it; for clothes, you can glue on real fabrics; leaves can be made from tiny torn bits of green craft paper, glued one on top of the other, or real leaves. The possibilities are limitless.

Crayon-Scratch Designs

Cover a smooth piece of paper with designs colored in crayon. Try to get your child to color solidly all over the paper. Then color over this design with black crayon or black paint. Now, use an open paper clip and "scratch in" any design, or perhaps some sort of scene. This scratching away of the top layer of black crayon will allow the colored-layers to show through.

Marbleized Paper

You will need crayon clippings scraped from different colored crayons. Spread these chips on a piece of paper and cover with another piece of paper. Then take a hot iron and press. Remove quickly to avoid letting the wax cool or the iron will stick.

Pencil Holder/Flower Vase

Any frozen juice can works well. Use one color or different colors of yarn (to create a pleasing multi-colored effect). Cover the outside of can with glue an inch at a time. Carefully wind the yarn row-by-row around the can. Don't leave any open spaces. Continue until you cover the can completely. Allow it to dry thoroughly.

Woven Paper Mats

Draw lines the length of a sheet of colored construction paper 8 1/2" × 14" long, 1/2 inch apart and leaving a border of one inch on each end. Place paper on a wooden breadboard or any other surface you can use for cuttings. Using a safe craft razor, slit each line. To weave, cut a series of 1/2 inch-wide strips, as long as the "width" of the paper "loom." Use a color that contrasts or harmonizes with the original paper, and begin to weave in and out. A checkered pattern is what you want. After each row, press up against the finished row to avoid empty spaces. When the mat is finished, paste down loose ends of each strip.

Cut-Paper Designs

Create a picture with designs cut from craft/construction colored paper. Choose a sturdy background such as a 3-by-5 inch plain file card, or cut a circle of white cardboard using the bottom of a large coffee can or compass to make the circle. Draw the design first, the exact size of your planned picture. Keep it simple with easy cutting lines. Cut out each figure separately. Trace the pattern pieces on colored craft paper and cut out. Glue these to the background rectangle or circle.

Torn-Paper Designs

The same as above, but tear the shapes, very carefully, instead of cutting them.

Collage

A collage (rhymes with garage) is a solid picture made of small sections of many pictures, pasted together helter-skelter, perhaps to tell a story. To make a collage, decide on a subject. Use mail-order catalogues or magazines to find pictures to suit. Any subject will do: a family, the city, crops, a country scene, whatever the child expresses, or encourage an abstract idea of many unrelated pictures placed together. A collage of a family may show a house, partly covered by family members and their possessions, or family scenes such as having dinner together. The pattern which emerges will seem oddly shaped, half-covered by another picture pasted next to or partially over the other, giving glimpses or snatches that suggest the theme.

Magic Carpet

If a two year old and crayons leave you cringing—try this. Make a "Magic Carpet" from a vinyl tablecloth (you might have one put away someplace)—ones with fringe go along with the "Magic Carpet" idea. Spread the tablecloth out on the floor and let your child do drawing, coloring, and glueing on it. Soon he or she will understand that anything messy—paste, paint, coloring is done on the "Magic Carpet".

Art Classes

Berkeley Child Art Studio, 2571 Shattuck Avenue, #7, Berkeley 94705
849-3385

California College of Arts & Crafts, 5212 Broadway, Oakland 94618
653-8118 ext. 126

Fiberworks Center for the Textile Arts, 1940 Bonita Avenue, Berkeley 94704
548-6030

Classes for teen-agers and adults, but not for younger children.

Mills College, Box 9906, Oakland 94613
430-2175

Mills also offers a Children's Summer Arts Program.

North Oakland Cultural Arts Center, 365-45th Street, Oakland 94609
653-5711

Adobe Art Center, 20395 San Miguel, Castro Valley
881-6735

Music

A child's life requires music almost as much as any other nurturance. Music provides an outlet for expressing self-love and competence, identifying with groups, building cultural awareness and respect and building self-discipline as well

as other skills like listening, coordination, memory, vocabulary and rhythm.

And, music is appropriate anywhere (except at the table, in some families!) at any time (except in the middle of the night, in *most* families!). Music is useful to create calm focused attention . . . before meals or naps, in line, on car rides.

The easiest way to produce music is by singing. No one should be discouraged by other adults' perceptions about one's ability to carry a tune. If you're really intimidated, chant in rhythm. Encourage the participation of children by leaving out a word here or there, letting them fill in the blanks. Make up songs about daily experience—dramatic or mundane—a new baby, a trip to the grocery store. Use familiar tunes or chants, add new words. Personalize familiar songs by substituting the child's name.

Games for Musical Skill Building

Noises. Take a tape recorder around and record noises like running water, sweeping, bouncing a ball . . . Then, play the tape back and play a guessing game with the sounds.

Sources. Children close eyes while you

walk to a particular area and play a tambourine or drum. Before opening their eyes, you move away; then ask them to identify where the sound came from.

Loud & soft. With young children, play or sing a tune loud then soft. Get them to play along until they understand the difference.

Low & high. It's easiest to teach this concept with the aid of a xylophone. Show the largest key and demonstrate that it's the lowest; show the smallest and that it's the highest. Have the child/ren close eyes and stretch high when you play a high sound and crouch low in response to a low note.

Sounds. Sing a song (or chant) to the tune of "Farmer in the Dell" to identify words with the same initial sounds:

We're going to the *P*ark
We're going to the *P*ark
We're going to the *P*ark
And we'll take along some *P*ickles.

Substitute another "P" sound for the next verse. Once that's understood, move on to a new sound . . . *S*tore or *B*each instead of Park, etc. Or, sing the song yourself and name five things you could take, only two of which belong and have the child/ren guess.

Patterns. Play a simple pattern on a rhythm instrument and ask the child to copy it. Get more and more complicated or ask the child to go first and you copy.

Homemade Band

Tambourine. Staple two paper plates together facing each other. Put a few dried beans between the two paper plates and/or tie some jingle bells, bottle caps (punch hole with a sharpened nail), or any pieces of hardware that will jangle when shaken. Decorate.

Bells. Sew jingle bells to a piece of elastic or put bells on a piece of string and tie on child's wrist or ankles for dancing or marching.

Drums. A variety of containers could be used for the body of a drum—an oatmeal box, empty coffee can, large juice can, half of a coconut.

Sandpaper blocks. Glue, tape, or thumbtack sandpaper around two wooden blocks. Swish together.

Humming kazoo. Punch 3 holes in a short cardboard tube (e.g., empty toilet paper roll) with a pencil. Cover one end with waxed paper, held in place by a rubber band. Play it by humming in the open end.

Drumsticks. Can be made of an unsharpened pencil with eraser, a spool, large wooden bead, or small rubber ball glued onto a pencil, dowel, or stick, or a turkey drumstick.

Wood block tambourine. Use 6" block, bottle caps, nails with wide heads. Remove the corks from the bottle caps. Hammer a nail through the bottle caps partway into the wooden block. Make sure the hole in the bottle cap is wide enough for the cap to slide freely along the nail. Use as many nails and as many caps on each nail as you like.

Water bells. Line up water glasses of various sizes with different amounts of water in each. Wooden pencils or dowels make good strikers.

Wind chimes. Make these from nails, metal, pieces of glass, strips of wood, dowels, pieces of bamboo or aluminum tubing. Hang the pieces you choose so they strike each other. Suspend them from a straight bar; for more collisions hang them from a triangular frame made by nailing three pieces of wood together.

Music Programs

Albany Park and Recreation Summer Childrens Orchestra, 1000 San Pablo Avenue, Albany 94706
644-8514

The Recreation Department of Albany offers instrument instruction, a band and an orchestra for children grades 4-9 every summer. There is a small fee for the 4 week class.

Oakland Children's Chorus, City of Oakland Park and Recreation Department
273-3896

Children 8 to 14 years of age are invited to participate in this chorus which produces two major performances each year. There are four rehearsal sites in Oakland.

Oakland Library Sound System, Dimond-Rohan Branch, 3565 Fruitvale Avenue, Oakland
530-3881

This recent donation to the library consists of a radio transmitter and amplifier which is used with cassette players. Wearing wireless headphones, people may enjoy jazz, opera, informational or other recordings while browsing the bookshelves or sitting in the reading room. Remember too, most libraries have records, as well as books.

Upbeat, St. John's Presbyterian Church, 2727 College Avenue, Berkeley 94705
845-6830

Upbeat is a church-sponsored music program for children in kindergarten-sixth grade. Children learn music through instruments, singing, movement, drama, improvisation, rhythm exercises and listening. There is a fee with some scholarships available.

Young Musicians Program, Department of Music, University of California, Berkeley 94720
642-2686 or 642-2678

This is an intensive career training program for 45 musically gifted, low income central East Bay students ages 12-17. Admission to the scholarship program is based on financial need and musical potential as determined by auditions.

Orff? Kodaly? Yamaha? Suzuki?

All these terms refer to concepts developed to teach children music appreciation while also teaching reading readiness, muscle coordination, math skills, sociability and self confidence. BANANAS keeps current listings of private classes offered.

Dance Classes

What is *Dance*? It is more than just following steps; it's exercise, it's co-ordination, it's creativity, it's good for the self-image, it's for all ages, all sexes and all cultures and it's fun. You can dance at home with your children or send them to classes—the key word is movement.

Ashkenaz, 1317 San Pablo Avenue, Berkeley, CA 94702
525-5054

This is a music and dance cafe. They serve beer, wine, hot food and . . . Kids and minors are all welcome. A good place to have fun for the whole family. There are day and early evening classes in dance exercise, jazz, belly dance, modern dance, moroccan drum, capoeira, ballroom dance, etc. in the studios.

Berkeley Conservatory Ballet, 1800 Dwight Way, Berkeley, CA 94703
841-8913

This school offers pre-ballet class for the preschool child. Rhythms and creative dancing are explored in this class geared to the attention span of four- and five-year-olds. There are other ballet classes up to the professional level. Alternate casting for company performances provides each member, according to ability, with the maximum possible experience in all types of roles.

Dance Theater Workshop (Roberts & Blank), 1000 Oaks Baptist Church, 1821 Catalina Street, Berkeley, CA 94707
525-2113

Children's workshop, from ages 5 to 16, concentrates on movement and theatrical expressions. They are explored through improvisation, dance techniques, theater games and other art forms. There are also dance technique classes for teenagers and classes for adults. 10% off is offered

for each additional family member's fee. First class is free.

Katie McGuire's Creative Dance Theater, 659 Arlington Avenue, Berkeley, CA 94707
527-7048

This school provides classes for children from ages 3 to adult, including hearing-impaired children. Children will explore different ways to move, dance, invent dance-stories and dance-plays, and practice performing. Children and teens performing company available. Classes are limited in size. Special family rates are offered.

New Generation Dance Theater, City of Oakland Park & Recreation Department
273-3896

This performing dance company is for interested teens age 13—19. The weekly sessions include dance instruction and theater and performing arts techniques, and a yearly performance is given. New sessions start every September.

The Richmond Ballet, 322 Harbour Way, Richmond, CA 94801
237-5065

The Richmond Ballet Company performs regularly and has been open over twenty-five years. It is dedicated to providing professional level training in ballet, jazz and modern dance, as well as classes to all levels, beginners to advanced. A family rate with 10% discount for each additional member is available.

Shawl-Anderson Modern Dance Center, 2704 Alcatraz Avenue, Berkeley, CA 94705
654-5921

They offer a full program of instruction on ballet and modern dance and is under the direction of experienced professional teachers. Classes will be in an informal yet structured environment. Each class will hold a Parents' Day at the end of the session. Students must be at least 8 years old to enroll in ballet classes, and at least age 4 for modern dance.

Theatre

It's not necessary to go out and spend a lot of money to take your children to the professional theatre. Many times, local high school and college productions are actually more enjoyable because the children can better relate to the actors and the audiences tend to be more enthusiastic. And, there's no underlying feeling of "I paid $25 for this outing so we'd better enjoy it."

Children's Theatre, Holy Name College, 3500 Mountain Blvd., Oakland 94619
436-1281

This group offers student productions of children's shows. Production is scheduled at the end of the fall and spring semesters, and summer classes for children are offered in music and drama.

Circus Ridiculous, 2225-10th Street, Berkeley 94710
848-0207

This is a two-person tour routine of clowns doing character comedy. One production is mostly for adults, one is geared for children. They also have children's workshops with the opportunity to become a clown.

East Bay Center for the Performing Arts, 339-11th Street, Richmond 94801
234-5624

This thriving community organization offers a wide variety of music, dance and theatre classes for children from the preschool age on up. It also offers classes at public school sites in Berkeley and Richmond as part of afterschool enrichment programs. It runs a summer program for school age children, the Children's Folk Theatre.

Make-A-Circus, Fort Mason Center, Bldg C, San Francisco 94123
776-8477

This traveling troupe performs free during the

summer in different parks. They offer a day-long festival of workshops for children, a parade, adult circus performance and culminating with a children's circus performance. During the winter, Make-A-Circus offers children's workshops at schools or park centers.

Pacific Film Archive, University Art Museum, 2625 Durant Avenue, Berkeley 94720
642-0366

This plush intimate theatre shows classics and avant-garde movies with a different selection daily. It's a good place to introduce your children to Chaplin and Keaton et al. They also offer *Films for Big & Little People* on weekdays for school groups and weekends for the public. Fees vary and reservations are sometimes necessary.

San Francisco Attic Theatre, 2938 Washington, San Francisco 94115
929-0278

Theatre for family audiences are the specialty of this troupe of adults and young people. Full length productions as well as one acts and touring shows are offered to families and children throughout the year.

San Francisco Mime Troupe, 855 Treat, San Francisco 94110
285-1717

This is the most socially relevant, enjoyable and inspiring theatre group in the Bay Area. They frequently perform children's shows but their adult fare is usually suitable for children as well. It's most fun to see the Mime Troupe when they perform outdoors in the parks.

Wee Pals Concerts, Oakland Symphony Guild, Paramount Theatre, 2025 Broadway, Oakland 94612
465-6400

You can see and hear talented conductors and a great orchestra with entertainment especially for children at these concerts and holiday specials.

The Pickle Family Circus, 400 Missouri Street, San Francisco 94107
826-0747

This is a homegrown, well-loved, much-admired circus which travels the West Coast during the summer and is based in San Francisco. It stars skillful and humourous performers in the European circus tradition . . . and their children are part of the business.

General Classes in the Arts

The following organizations offer a wide variety of classes including art, movement and music for children of all ages. Many try to expand their services in the summer and during school holidays. Times and choices vary a great deal and you should call to request a listing of their current course offerings. Some of the organizations offer partial or full scholarships. None offer transportation. You should also note that most YWCAs and YMCAs offer classes see pages 86-88.

■ *North County*

Alameda City Park and Recreation, Santa Clara Avenue and Oak, Alameda 94501
522-4100

Albany Park and Recreation Department, 1000 San Pablo Avenue, Albany 94706
644-8514

Berkeley Park and Recreation, Office of Human Services, 2180 Milvia Street, Berkeley 94704
644-6530

Berkeley Public Library, Art & Music Section, Shattuck & Kittredge Streets, Berkeley 94704
644-6785

East Bay Center for the Performing Arts, 339-11th Street, Richmond 94801
234-5624

Many classes are held in Alameda County cities.

El Cerrito Community Services, 7007 Moeser Lane, El Cerrito 94530
525-6747

Many Alameda County residents find it worthwhile to travel across county lines for the offerings of this public agency.

Junior Center of Art and Science, 3612 Webster Street, Oakland 94609
655-3226

Kensington Community Recreation Department, 59 Arlington Avenue, Kensington 94707
525-0292

Again, this is out of the county, but worth the trip.

Montclair Community Play Center, 6500 Broadway Terrace, P.O. Box 13023, Oakland 94611
547-3344

This center specializes in preschool art classes.

Oakland Park and Recreation Department, 1520 Lakeside Drive, Oakland 94612
273-3091

Oakland/Piedmont Jewish Community Center, 3245 Sheffield Avenue, Oakland 94602
533-9222

Piedmont Park and Recreation Department, 358 Hillside Avenue, Piedmont 94611
273-2012

Studio One, 365-45th Street, Oakland 94609
655-4767

This center offers various courses—maskmaking, cartooning, bookbinding, sculpture, etc.
ture, etc.

■ *South County*

Fremont Department of Recreation & Leisure Services, 3375 Country Drive, Fremont 94538
791-4320

Hayward Area Recreation and Park District, 1099 "E" Street, Hayward 94541
881-6700

San Leandro Recreation Department, 835 E. 14th Street, San Leandro 94577
577-3462

Union City Leisure Services Department, 34009 Alvarado-Niles Road, Union City 94587 489-0360

Television

Television has been given a variety of fancy names—home entertainment, video system, electronic resource—but it is just another appliance. As generations of Americans grow up unsurprised by the fact of television and accustomed to its central location in most homes, its uses become more routine. It is used to babysit, divert, keep children out of the way, in place, up with friends, benumbed and distracted. The more uses we find for television, the more we think we need it. And the more needs it meets, the more dependent we become.

There are parents still doing an all-fronts battle with television. Although there is noble purity in the effort to remain unplugged, we must admit that the armies of night and day TV have won and that we have reached a point at which accomodation is necessary. There is fairly abundant information which tells us about the many ills of TV watching especially for children, but no amount of such opinions will decrease the amount of energy—and money—that goes into video producing and broadcasting. What value is there, then, in the warning signals parents and researchers have set up that TV reduces attention span, oversells, sterotypes, and stupefies?

1. We should learn and frequently remind ourselves that children see TV differently from the way we do. Young children do not make the same quick and (mostly) reliable deicisions we do about reality and fantasy. Their different ideas about what's real or not on and off the screen may lead them to amusing behavior sometimes, dangerous behavior at other times. We need to watch TV with our children *and* watch our children as they talk out and act out their responses.

2. We should learn that children do not make the same distinctions we make between programs and commercials. They may think, not unreasonably, that commercials are more exciting, colorful and loud. Commercials are shorter and livelier and too much like their favorite programming. We need to do some "on location" educating about TV's techniques and purposes so that our children can understand our attitudes even though the basis for our ideas may be too sophisticated for them. Be brave—talk back to that insulting or outrageous commercial. . .laugh at the nonsense it's trying to sell.

3. We should try to remember or have others recall for us what happened before TV—those "dimmer" days more than 30 years ago! What were the activities or, perhaps, non-activities which took up the fifteen or more hours per week that children watch TV now? We need to realize that there are other choices possible.

4. We should find out what our children watch and what we watch before we impose too many of our often erratic principles on the children. Keep weekly TV logs for two or three weeks at different times (school week, vacation week, rainy week, etc.) and try to see patterns in the selections—in the kinds of programming, times of the day, sponsorship, levels of violence, varieties of fantasy. Do some thinking about what ideas and values these programs promote or endorse and make your conclusions. Discuss them with your children or act in their behalf.

There are options short of banning it, bombing it or bearing passively under its ever open eye!

The process of finding out what your children are watching, understanding with them what they're seeing and trying out other activities may not, finally, cut down on TV time but it will make that time part of what we *choose* to do rather than what we allow to be done in the absence of anything else. We and our older chil-

dren ought to be able to say not only why the TV is on, but why it is tuned into a particular program. TV is not like breathing so it's alright if it pauses while we think about it.

A Game to Try!

Griping. Older children frequently enjoy complaining. Try channeling that energy into constructive action while at the same time making them more aware of TV's effects. Every time you hear your child griping about a commercial or saying that a show is ridiculous, disgusting (or, even sometimes, great) give the child the phone number of the local station or a post card to register the comment.

Want to Know More? Want to Do More?

Community Art Resources

Bread and Roses, 78 Throckmorton, Mill Valley 94941
381-0320

This is a troupe of musical performers who produce 30 shows per month for institutionalized people (prisoners, hospitalized, etc.) and a three-day festival in Berkeley once a year. They have a newsletter for more information.

San Francisco Bay Area Dance Coalition, Building 312, Fort Mason, San Francisco
673-8172

The Coalition publishes a monthly calendar, and is a general resource center and clearinghouse for all dance information.

Young Audiences of the Bay Area, 55 New Montgomery, Room 606, San Francisco 94105
495-8380

This is a nationwide organization which performs in schools for children kindergarten through high school. Ensembles perform in various art modes.

TV Advocacy

Action for Children's Television, 46 Austin Street, Newtonville, Massachusetts 02160

This is the largest and best-known group dealing specifically with children's TV programming. The group publishes much useful information as well as serving as a membership organization.

Federal Communications Commission, Broadcast Bureau, 1919 M Street, N.W., Washington, D.C. 20554

Parents who have gripes (or praise!) about TV or radio programming can make their views known.

National Association for Better Broadcasting, 7918 Naylor Avenue, Los Angeles, CA 90045

This organization produces and distributes informational papers on "Broadcasting, Law and the Consumer" and advocates for more progressive programming. Among its other work, it urges parents to make their views known to

public officials and to join with PTA's, service, and church groups, and neighbors, to send resolutions regarding their views.

Books on the Arts

American Folksongs for Children by Ruth Crawford Seeger. New York: Doubleday and Company, 1948.

Arts and Crafts You Can Eat by Vicki Cobb. New York: J.B. Lippincott, Co., 1974.

Be a Frog, a Bird, Or a Tree: Creative Yoga Exercises for Children by Rachel Carr. New York: Harper & Row, 1973.

The Big Book of Recipes for Fun by Carolyn Buhai Haas. Northfield, IL: PLB Publishing, Inc., 1980

Creative Movement for the Developing Child, A Nursery School Handbook for Non-Musicians by Clare Cherry. Belmont, CA: Fearon Publishers, 1981.

Sandcastles and Snowflakes by Pat Katz. Walnut Creek, CA: M.A.D. Publishing Co., 1981.

Books on Television

The Plug-In Drug by Marie Winn. New York: Bantam Books, 1977.

Pets and Wildlife

Including animals into your family life during your children's growing years can be an enriching experience. When you decide to acquire a pet, give some thought to what kind to get and what the long range consequences may be for the family (and the pet!). Only domestic breeds should be kept as pets. Don't get "conned" into adopting a cute little skunk; it will probably only perish out of its natural habitat or if it lives may be aggressive and unmanageable when grown. Be sure that all pets are obtained from a reliable source and checked out by a veterinarian before you decide to keep them. Your vet can tell you whether the pet is healthy and likely to thrive. S/he can also check the pet for ailments that should be treated before the pet is introduced into your home such as salmonella (found in turtles, cats, dogs, etc.) or round worms.

The raising and caring for pets can help teach children of all ages respect for animals. However, it is unrealistic to expect a very young child to be completely responsible for a pet (and unfair to the pet as well). If the adults in a household want no responsibility for an animal, it might be wise to hold off on getting a pet until the child is old enough to really do the necessary feeding, grooming, clean-up, etc. Even the most caring child will need adult help with yearly trips to the veterinarian for check-ups and shots, etc. A pet is not a toy—it will cost money and could disrupt the normal family routine especially when the animal is young. Questions like "who will care for the animal while the family is on vacation?", "are we home enough to keep a pet company?" and "do we have the yard or neighborhood space for an animal to get needed exercise?" should be asked *before* making the decision on what kind of animal to get or whether to get a pet at all.

Some children are fearful of animals because they're not used to them or have been frightened by barking, or an actual attack. You can help your child deal with these feelings by gradual and gentle contact with animals you may know. Caring for and growing up with a new pet is perhaps another way of lessening fear of animals, however no child should be forced to be around an animal or animals, if s/he is afraid. There are excellent books for children of all ages which explain how animals live and function in the world. Picture books for the very young children who have fears about animals may be useful in conquering these feelings. In time, most children outgrow their fear of animals.

Many animals are also fearful of humans. Warn children not to approach dogs or other animals suddenly, especially if the animal is growling or making other warning sounds. Teasing animals should be strictly forbidden—both for the animal's sake and the child's safety. A child should be taught when meeting a new animal to allow them to smell the back of your hand by placing it gently in front of the animal's nose before making any more friendly gestures.

Whether or not you have a pet, animals can be a good vehicle for teaching children about ecology, science and countries and cultures other than their own.

Wildlife Projects

Food for thought and for our animal and insect friends

Build a little bait station in a safe accessible place in your yard. Make a big flour pancake (12" across—use white flour) with your hands. Put raisins, peanut butter, honey, and nuts or seeds right in the middle of the pancake. Leave the food out overnight and in the morning go out and see who ate it. It could be a raccoon, possum, skunk, squirrel, bird, or mouse and the footprints will be right there in the flour. You can get a book from the library to help you identify the tracks.

Animal camouflage

Take different kinds of craft materials—cardboard, string, paint, crayon, colored paper, pipe cleaners—and invent an animal to live in a special place you have in mind. When you are finished, put your animal in its place (in plain sight) and see if anyone can find it. If it's well camouflaged, it will take a long time to find it.

Nest building

(Getting ready for parenthood!) Look at some real bird nests, either in trees or those that have fallen on the ground and are no longer used. Study how they are put together. Now take some pine needles, string, and other scraps and make one. Remember a bird uses its beak—you get to use your hands, building should be easy! (Would it be easier to use your mouth?)

Food chain game

Someone starts this game by being the sun and holding a rope. The next person is a plant. Then comes a plant eater, a small animal eater, a big animal eater and maybe a human. Everyone pretends to eat someone. Then someone gets wiped out by a pesticide, an oil spill or some other disaster. S/he dies and falls dead taking the rope along with him/her. What happens to the rest of the chain? If you feel the rope tug, you have to die too. This is what happens in real life—only slower!

Animal Shelters and Clinics

These agencies will pick up, shelter and offer for adoption stray or lost cats and dogs (also investigate cruelty). Most of the shelters do NOT offer other services such as innoculation, spaying and neutering. The length of stay for the animals before they are disposed of varies from shelter to shelter and from 4 days to 2 weeks. If an animal has a tag, there will be an effort made to find the owner, but if a dog is lost, GO TO the shelters and check them out. Often the description you give over the phone does not match the ones the shelter staff may have for your special animal.

■ *North County*

Alameda City Animal Shelter, 2043 Grand, Alameda, CA 94501
522-4100

Alameda County Animal Shelter, Santa Rita Rehabilitation Center, Pleasanton, CA 94566
828-0824

Berkeley City Animal Shelter, 2013 Second Street, Berkeley, CA 94710
644-6755

Oakland City Animal Shelter, 3065 Ford, Oakland, CA 94601
273-3563

■ *Humane Societies*

Berkeley Humane Society, 2700 Ninth Street, Berkeley, CA 94710
845-3633

Oakland SPCA, 8323 Baldwin, Oakland, CA 94621
569-0702

These humane societies offer innoculations and, in some cases, spay and neuter services, and obedience classes.

■ *South County*

Alameda County Animal Control, (Main Office), 2700 Fairmont, P.O. Box 3247, San Leandro, CA 94578
577-1333 (dispatch)
577-1546 (office)

(All unincorporated areas in South County and many other cities)

Hayward City Shelter, 16 Barnes Court, Hayward, CA 94544
537-7559

■ *Emergency Pet Clinics*

These clinics are open after usual business hours in the evening and through the early morning hours plus major holidays.

Aesculapian Emergency Animal Clinic, 5245 Central Avenue, Fremont, CA 94536
797-7411

Alameda County Emergency Pet Clinic, 14790 Washington Avenue, San Leandro, CA 94578
352-6080

Pet Emergency Treatment Service, 1048 University Avenue, Berkeley, CA 94710
548-6684

Tri Valley Emergency Clinic, 6743 Dublin Boulevard, Dublin, CA 94566
828-0654

Emergency Wildlife Care

Alexander Lindsey Museum, 1901 First Avenue, Walnut Creek 94598
935-1978

This museum will take in any wild animal or bird which has been injured. There is no pick up service, but staff will receive and care for animals which are delivered. A very good museum with an adjoining park.

International Bird Rescue Research Center, Aquatic Park, Berkeley 94710
841-9086

This center will take in and care for any sea bird that is injured and/or has been in an oil spill. Call ahead; no pick up, you deliver.

California Marine Mammal Center, Marin Headlands, Golden Gate National Recreation Area, Fort Cronkite 94965
561-7284

This center rescues stranded and/or injured sea animals and treats them until they can be returned to their natural habitat. It serves the coast from Monterey County to Del Norte County. To report injured sea mammals, call above # and give location, etc. The center is open for viewing of animals who are being treated; quiet and caution are recommended for the sake of the animals. A small museum and gift store are attached.

Marin Wild Life Center, 76 Albert Park Lane, San Rafael 94901
454-6961

This center treats injured wild animals and birds until they can be returned to their natural habitat. There is public viewing of animals Tues – Sat and a 24 hour rescue line. The staff will pick up.

Want to Know More? Want to Do More?

San Francisco Zoo, Sloat Blvd. and the Pacific Ocean, San Francisco 94132
665-1650

Groups and individuals may adopt from over 1,000 animals for a tax-deductible donation of from $15 – $10,000—(Egyptian spiny mice for $15 to gorillas for $10,000). The contribution is used to improve the habitats at the zoo. Zoo parents visit their animals at a fabulous Adopt An Animal Party, see their names showcased, and receive membership goodies in the mail. Families can become honorary zookeepers for $25.

Oakland Zoo, P.O. Box 5238, Oakland 94605
569-7353

People can donate $100.00 to help support animals at Oakland Zoo. In return they will receive zoo membership for one year and a free shirt as well as a certificate of adoption. The membership provides free admission to the zoo any day of the year.

Books on the Loss of a Pet

Families who need to prepare for or confront the death of a family pet (or a found animal or bird) can use children's books as an aid to help children learn to accept the fact of death and the feelings of grief. Listed are a few books on animal death, but check your library and book stores for new ones.

About Dying by Sara Bonnett Stein. New York: Walker & Co., 1974.

The Accident by Carol Carrick. New York: Seabury Press, 1976.

Someone Small by Barbara Borack. New York: Harper & Row, 1969.

The Tenth Good Thing about Barney by Judith Viorst. New York: Atheneum, 1971.

Food and Nutrition

Perhaps we should have just entitled this chapter "Food." The very word nutrition conjures up visions of being told to "clean your plate" and "eat it, it's *good* for you." Regardless of our own eating habits, as parents we often have a sense that we should be getting our children off on a better start in this area than we may have had. The trick is to overcome our own negative feelings about "nutrition" and help our children discover that it doesn't have to taste bad to be good for you.

The Clean Plate Debate

When faced with a child who picks at the plate and as often as not leaves most of dinner intact, most parents begin to feel anxious. Sometimes there is a real nutrition problem, often as not the problem exists for the parent not the child. It helps to consider a variety of factors before pushing the panic button in this department. Some you might ponder (food for thought, as it were):

- Does the child show a distinct weight loss and is the pediatrician or clinic staff concerned?
- With infants, is it teething time when a loss of appetite is common?
- Has the child always been a picky eater or is this a new phenomenon?
- Does the loss of appetite coincide with a non-growth period?
- Does the child reject all food or only certain foods (many children go through phases when "lumpy" or "slimy" is rejected)?
- Could personal or family tensions (especially at mealtime) be contributing to the problem?
- Has eating become a power struggle between you and the child?

If your child's eating habits are a serious concern for you, you will need to analyze whether the problem is *eating* (your child rejects most food, shows weight loss, has no energy) or whether it is *feeding* (your child doesn't want to eat what and/or when you want him to). Your pediatrician or clinic should be your first stop. If the child is getting adequate nutrition and appears to be thriving, then you have a pretty good idea that it's *feeding* not *eating* that is the culprit. Once that is determined it may be that you will need to change your *feeding* approaches. Remember, too, that rejection of one or two particular food items can be viewed as personal preference. After all, don't most of us

have some food that we avoid at all costs? Here are a few suggestions:

• Serving smaller portions may be helpful—and using smaller plates. An adult size plate may look overwhelming to a three year old.

• Allow a child to taste a new food without forcing him/her to eat a whole serving.

• Eat what you want your children to eat; examples are better than words. If Dad avoids the vegetables, don't be surprised if baby does too.

• Let the child eat lots of what he likes as long as it's healthy. Variety of diet is more an adult concept than one important to children. Or, you can try to take a several day's view of your child's diet. If he eats a variety of foods over time, he is doing well.

• Try a little rest before dinner; being tired can dull an appetite.

• Make meals a fun time with lots of conversation. Turning off the TV can help make this more likely to happen.

• Move dinner time up or set a little later (if possible) to see if this has any effect.

• Avoid threats and rewards as they are self-defeating in the end.

• Do everything humanly possible to avoid "hovering" over your child while s/he is eating.

• Zap all junk food from the household.

• Use snacks to round out meals.

• Children often go through stages, loving a food one week and rejecting it the next. Don't be overly concerned and turn a temporary rejection into a permanent avoidance.

The best answer, in the end, is Dr. Spock's advice to serve the best balanced meals possible and then stand back and let children eat at their own pace. Because many of us grew up during a "clean your plate" era we may need to rethink our own ideas about what are and aren't good eating habits. Eliminate those vestiges from the past which didn't make us feel like eating as children.

There is nothing wrong with having some hard and fast rules about food such as if you're not hungry for most of your dinner, you can't expect dessert. But those should be as non-intrusive as possible and the majority of comments at the dinner table should have nothing to do with what is and isn't being consumed. If it's any consolation most picky toddlers soon grow up to be ten year olds who are eating you out of house and home.

What about the other side of the coin—a child who is overweight? Again, this is a concern to first take to your pediatrician. Almost all children go through stages when they are chubby prior to a growth spurt. On the other hand, there is no doubt that fat children usually grow up to be fat adults and there is a direct correlation between obesity and health problems. A mildly overweight child can often shed the extra pounds with some minor changes in diet and additional exercise. But an obese child will probably need assistance in changing basic eating patterns. For sure, nagging and punishments are no more help here than with a picky eater. If you feel the weight problem is more than you can cope with, ask for a referral to a weight loss program geared for children and their families.

Whether your child is a picky eater or a non-stop one, it's best to avoid making food a "reward" of any kind. Eating is a basic function for a healthy human being and only becomes a charged topic if we let it happen. Setting a good example, serving well balanced meals and keeping food and eating removed from emotional issues will go a long way toward preventing or correcting eating problems.

Snacks & Lunches

Packing a lunch for school or child care is like a balancing act: how to pack a good lunch which your child won't trade away. Try some of these interesting, appealing, nutritious fillers:

• raw vegetables such as cherry tomatoes, fresh peas in the pod, cauliflower, pepper strips,

carrots, celery curls, radishes, turnips (some children like mayonnaise with these munchies)

- raisin and sunflower seed mixtures (much cheaper to mix your own than to buy pre-mixed)
- leftover chicken, meatloaf slices
- hard boiled egg
- tortilla with bean dip
- pita bread filled with egg or tuna salad
- cornbread
- soup, eggnog, hot cocoa (can be toted in a small thermos)
- cheese and whole wheat crackers
- avocado slices
- melon cubes
- slightly cooked asparagus or broccoli
- nuts, alone, several types mixed together or with seeds
- cottage cheese & applesauce with cinnamon
- yogurt, plain or with fruit
- English muffin pizzas
- fresh fruit
- dried fruit
- unsweetened cereal, alone or mixed with raisins or nuts
- baked potato half—put under the broiler with butter and cheese
- corn on the cob
- peanut butter balls
- sandwich shapes
- funny face sanwiches

Variety is the key with some children. Others have a few favorite lunch items which they can eat almost every day. Figure out which is your child's style and accept it. Ask your child not to throw away the left-overs (if possible) and when s/he brings them home, don't nag. Use as clues to what they like to eat and if half of most lunches come back—pack a much smaller lunch. Some child care programs and school classes have a hefty mid-morning snack and your child may simply not need a very big lunch.

Our friendly neighborhood dentists and dental health education bureaus remind us that some snacks are better than others. Try to avoid high sugar and sticky foods because bacteria in the mouth convert the sugar in these foods to acids which cause tooth decay. How often we give snacks to our children is also important—each time these foods are eaten between meals, more acid is produced and more tooth decay can result. To cut down on potential tooth decay, choose fresh fruits and veggies, some cereals, popcorn and breads.

And while we're on teeth, it's a good idea to buy your toddler a toothbrush when s/he reaches the stage s/he wants to do everything we do—even when too young to really brush teeth well. Making a habit of toothbrushing right after each meal is a good practice and joining your child in brushing sets a good ex-

ample. Sending an extra toothbrush (especially an attractive portable one that other children will admire) to child care or packing one in a lunch box may get the teeth brushed while the child is away from home (we say "may"—don't expect miracles especially from peer conscious elementary age children). Talking over dental hygiene with your child care provider and getting her support for tooth brushing at child care is a good idea.

Cooking With Children

It may sound expensive or messy or simply overwhelming to cook with your child or a group of children. But, if you plan ahead with all the ingredients on hand and organize your mind, cooking is an activity which offers many tangible and tasty rewards. Remember, learning to cook from an adult is a lot easier than learning to cook as an adult. If you hate to cook, make projects short and simple. However, if you love to cook, begin passing your skills on to your child.

Whether you decide to buy a children's cookbook or if you want to cook with children by using recipe cards, there are two different approaches you can consider—the first is cooking all together, everyone helping to make one complete recipe; the second is single recipe cooking; each child makes one pancake, for example.

Here are a few simple suggestions for cooking with children:

- Pick a time when you can devote all your attention to the project.
- Choose a space where the children will be safe and comfortable and you won't have to worry too much about the mess.
- Discuss, before beginning, what you will be preparing and what the children will be doing by themselves.
- Have utensils that are safe for children to handle and instructions they can follow easily.
- Allow plenty of time for discussion, looking, smelling, touching, tasting.
- Let children learn to cook a "new" food. Children are more apt to try new and different foods, if they've helped with the preparation.
- Sit down and eat the finished product—talk about what you have done—together.

General learning experiences which cooking offers (or why the mess is worth it):

- exercise of eye-hand coordination
- increased motor skills
- observance of cause and effect relations; starting from scratch to see what happens
- following through with a task to completion; make clean up a part of the process
- awareness of healthful and new foods
- positive effect on self-esteem
- measuring and number skills
- auditory and visual memory experiences
- development of vocabulary

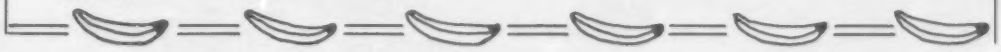
All these and more skills can be gained from cooking. Talking through the process, asking and answering questions along the way can produce more than a batch of good tasting cookies. But, like any other type of teaching, teaching while cooking requires a relaxed atmosphere. If you need a cake ready in an hour for a party, that probably isn't a good time to ask a child to help you (however, older children can often do a mini-project while you are cooking something special—i.e. turning extra pie dough into strips sprinkled with cinnamon sugar while you are finishing off the apple pie). Pick a time and a dish that will make it easy for you to be patient.

Food Projects

Here are some food related projects children often enjoy and which provide the same kind of learning experiences gained from a special baking project. Modify them to satisfy and interest your child or children.

Safety in the Kitchen: An Absolute Necessity

1. Never leave the activity unsupervised.
2. Teach children the correct methods for using sharp knives, graters, parers, can openers, glass bowls & measuring cups, etc.
3. Treat the stove with respect—always turn pot handles away from the edge so children can't pull over cooking food. Use long handled wooden spoons that do not conduct heat. As the opportunity arises, point out the dangers of hot liquids, of putting burnable objects (like potholders) too near the burners, of touching the sides or racks of hot ovens, etc.
4. Remember to turn off the stove when cooking is completed and to warn children that even cooling burners can still burn (especially with electric stoves). If younger children are watching, put the back of the chair touching the stove.
5. Explain ahead of time that when cooking for others, children should not taste food with a utensil which goes back in the dish and that they should not sneeze or cough on the food.



• Eat a snack or lunch blindfolded to guess what you are eating.

• Gather up all the cookie crumbs from the bottom of the jar, add milk, a small amount of flour and eggs to make a batter which you can pick up with a spoon and bake.

• Sort different kinds of nuts—crack them, pick out shells and eat them or save for cooking.

• Shell peas or snap ends off green beans.

• Cut oranges in half and juice.

• Make fruit (or vegetable) salad.

• Chop up any available vegetables and make "stone" soup (it's nice if you have an onion to saute to begin the stock).

• Shake cream in a baby food jar to make butter (good pass around project for a group of children or let each make his/her own). Pour off the liquid (whey) and wash the butter under cold water. Taste—adding a little salt if desired.

• Make vegetable people—wash different kinds of vegetables and use toothpicks to put them together to look like us: a potato with radish eyes, a carrot nose, etc. A good way to decorate a pumpkin that doesn't involve any cutting.

• Design an edible necklace—string raisins or other dried fruits such as apricots and apple slices to make necklaces using large blunt tapestry needles and dental floss.

If your children become accustomed to cooking, they can also help out when you are exhausted, overworked, out of time, out of money, almost out of food or some or all of the above. Dredge up one of these old standbys:

• Pancakes for dinner, add a can of corn if you have it—change shapes. . .do letters, etc.

• French Toast, the staler the bread the better—soak the bread in eggs, milk & cinnamon or nutmeg until very soggy—fry at a high heat!

• Any kind of Egg

– scrambled and wrapped in a tortilla to eat

– fried inside a hole cut in the center of a piece of bread

– hard boiled and diced with pickles and mayonnaise

– poached, softboiled or dropped slowly into chicken soup

• Noodles, cooked, and then tossed together with almost any leftover food like vegetables, meat, pieces of cheese, beaten eggs.

• Cereal Mishmash, mix together cereal from all the nearly empty boxes (heat a few minutes in the oven if too stale), add raisins and top with yogurt.

• Let your child help with the shopping—older children can make up the list of what's needed (or you can give a basic list and ask them to check what's on hand at home) and compare prices. While shopping teach children how to select ripe fruit, the names of the different cuts of meat—engaging children in the process may be less painful than shopping with a disinterested participant. Also let children help with putting the groceries away—young children could be put in charge of certain foods—(the canned and packaged goods) while the adult puts away the eggs, etc.

• Save empty (clean cans and boxes for playing house and store. Children love playing with pots, pans, spoons, sieves, strainers, etc. Let them use your discards kept in a special place if you can spare the room.

Cooking Projects

Arctic Orange

Cut an orange in half. Squeeze the juice from both halves into a cup. Clean the pulp out of one half and fill with the juice. Freeze, then pop out and eat.

Applewiches

Core apples, cut crosswise in thick slices, put cheese slices between apple slices, and eat like sandwich. Tasty!

Cheese & Pineapple Kabob

Take 1" cheese cubes and put cheese and pineapple chunks or wedges on extra long cocktail toothpicks.

Confetti Cubes

Use grape, orange, pineapple, or cranberry juice in ice cube trays instead of water. When the juice is frozen, serve different colored cubes in a glass of juice.

Fruit Pudding

Peel 2 ripe bananas and then mash until smooth. Stir in about 1/2 c applesauce; 2 T peanut butter; 2 T honey. Stir up the pudding until smooth and eat or chill for later.

Funny Face Sandwich

Cut bread into a circle. Spread with cream cheese, peanut butter, or egg salad. Decorate, using green pepper, celery, radishes, carrot curls, olives, nuts, seeds, hard-boiled egg slices, tiny shapes of cheese, apples, raisins for facial features.

Grape Delight

Powdered milk & grape juice. Substitute grape juice for water and shake with ice in a jar or blender. The color, WOW!

Ice Cream Cupcakes

These are a little different from the typical birthday cupcake, not as messy and very portable.

Prepare one package of cake mix according to directions or make your own favorite cake batter. Pour batter into flat-bottomed ice cream cones about 1/2-3/4 full. Bake in moderate oven (400 degrees) about 15-18 minutes or until lightly browned. Cool. Frost and decorate or if you're feeling brave let children frost and decorate their own. These look just like ice cream cones when finished.

Finger Gelatin

No sugar or very little sugar finger jello. Pour 1 1/4 cups *boiling* water into 8 x 8 x 2 1/2 inch pan (or similar container). Add 2 envelopes of *plain* gelatin. Stir until gelatin is dissolved (about 1-2 minutes). Add 1 can of frozen (6 oz.) grape juice. Stir, put pan in refrigerator and check in 1 1/2 to 2 hours. Gelatin will be ready. It can be cut into small cubes and eaten with fingers.

Instead of the grape juice you can substitute 1 6 oz. can of frozen orange juice, or frozen apple juice, or frozen cranberry juice—all are yummy.

For a change, blow out an egg (through a small hole in each end) and fill with finger gelatin. Set carefully.

Fruit Popsicles

Pour fruit juice (apple, grape, orange, pineapple, or lemonade are reliable favorites) into small paper cups, ice cube tray, or popsicle mold. Freeze. (If you use cups or ice tray, place a popsicle stick in each cup or compartment *before* juice is completely frozen. Then return to freezer until frozen solid.

Variations:

1. Mix yogurt with the juice before freezing for a creamier popsicle.

2. Add mashed or crushed fruit such as strawberries, pineapple, or banana.

3. Use some more exotic juices such as mango, pomegranate, apricot nectar, cranberry.

Fruit shakes

A little of this or a little of that:
banana
orange juice
wheat germ
berries—frozen are excellent
May add honey to taste or add milk or yogurt to make SMOOTHIES.

Put all ingredients into a blender container—blend at high speed for 30-60 seconds. If shake is too thick add more juice, if too thin add more banana.

Lemonade

Find a friendly neighbor with a lemon tree. Pick the lemons, then squeeze. Chill the juice with water and sugar to taste. Add confetti cubes.

Outdoors/Indoors

Stuff celery stalk with peanut butter. Place a few raisins on top of peanut butter and voila *Ants on a Log!*

Peanut Butter Balls

Mix peanut butter with some dry powdered milk, adding a little honey if desired. Shape the mixture into balls about the size of walnuts and roll in shredded coconut, sunflower seeds, or toasted sesame seeds.

Variation: Grind some dried fruit (raisins, dates, dried apricots), shape into balls, and roll in coconut.

Sandwich Shapes

Cut bread with cookie cutters to make differently shaped sandwiches. (Save the scraps and crusts to make bread pudding, bread sticks, or to feed to the ducks at Lake Merritt or Tilden Park.)

Note: Sandwiches cut into triangles, circles, and squares are good geometry lessons. Then, spread with butter, sprinkle with grated cheese and toast or bake.

Food and Nutrition Services

Expanded Nutrition Education Program

E.N.E.P. (also known as University of California Nutrition Education) is available to any low-income family on request. It offers home-based education on a one-to-one basis—about basic nutrition, meal planning, how to deal with food stamps, films, and books and a monthly newsletter.

North County, 700 Adeline, Oakland 94607
452-1265

South County, 224 W. Winton Avenue, Hayward 94544
881-6341

Food Stamp Program

Food Stamps are coupons issued by the Department of Agriculture which can be used, like money, to buy food items at most grocery stores. The food stamp program is not a welfare plan; it was originally designed as a supplement for low income people as well as a method for strengthening the United States farm economy. There are basic eligibility requirements—a certain income level, residency, and access to cooking facilities, etc. The exact criteria changes and will probably keep changing. For the most up-to-date information in our county call:
North County—874-5532
South County—881-6718

Women, Infants, Children (WIC)

WIC is a special, federally funded supplemental food program for low-income pregnant and breastfeeding women and for their infants and children under the age of 5. Participants are given vouchers which may be redeemed at a supermarket or grocery store for milk, cheese, cereal, fruit juice, eggs and formula.

The following is a list of sites in Alameda County which distribute WIC vouchers:

Alameda County Health Care Services, (Information Only) 499 5th Street, Oakland 94607
874-7941

■ *North County*

Alameda Health Center, 2226 Santa Clara Avenue, Alameda 94501
522-0889

Berkeley Department of Health, 2015 Center Street, Berkeley 94704
841-2525

Central Health Clinic, 470 27th Street, Oakland 94612
874-6263

Eastern Health Center, 2449 88th Avenue, Oakland 94605
577-1700

Highland Hospital, 1411 E. 31st Street, Oakland 94602
534-8055 ext 483

Urban Indian Health Board, 3022 E. 14th Street, Oakland 94601
532-4585

■ *South County*

Eden Health Center, 15400 Foothill Blvd., Bldg. G., San Leandro 94578
577-1601

Hayward Health Center, 24301 Southland Drive, Hayward 94545
881-6018

■ *South County*

Pleasanton Health Care Center, 4361 Railroad Avenue, Suite E, Pleasanton 94566
462-2365

Tiburcio Vasquez Health Center 33255-9th Street, Union City 94587
471-5913

The following clinics distribute WIC vouchers to their patients only:

■ *North County*

Children's Hospital Clinic, 5112 Grove Street, Oakland 94609
428-3615

East Oakland Family Health Center, 7515 E. 14th Street, Oakland 94621
568-4882

La Clinica De La Raza, 1515 Fruitvale Avenue, Oakland 94601
533-7152

Rockridge Health Care Plan, 430 40th Street, Oakland 94609
653-9930 ext. 53

San Antonio Neighborhood Health Center,

1030 E. 14th Street, Oakland 94606
834-8216

West Oakland Health Center, 700 Adeline Street, Oakland 94607
835-9610

■ *South County*

Vesper Memorial Hospital Health Clinic, 2800 Benedict Drive, San Leandro 94577
357-8300

Emergency Food Services

If your family is in need of food, or if you feel you are able to donate good food to others, here is a list of places to turn to in times of trouble or plenty. Try to call ahead for instructions and days and times of distribution.

■ *North County*

Alameda

Alameda Food Bank, Twin Towers United Methodist Church, Central Avenue and Oak Street, 94501 (for residents only)
523-5850

Twin Towers United Methodist Church, Central Avenue and Oak Street, 94501 (for residents only)
523-5850

Berkeley

Berkeley Emergency Food Project, University Lutheran Chapel, 2425 College Avenue, 94704
841-2789

Berkeley Food Pantry, 1600 Sacramento Street, 94708
526-2280

Oakland

East Oakland Switchboard, 1909 73rd Avenue, 94605
569-6369

First Christian Church, 111 Fairmont, 94611
451-8822

Good Samaritan Home, 948 Foothill Boulevard, 94606
536-9750

Open Door Mission, 92 Seventh Street, 94612
451-7924

St. Andrews Catholic Church, 925 Brockhurst Street, 94608
653-7411

St. Mary's Catholic Church, 707 Jefferson Street, 94607
444-8627

St. Vincent de Paul Dining Room, 675 23rd Street, 94612
451-7676

Telegraph Community Center, 5316 Telegraph Avenue, 94609
658-4457

■ *South County*

Emergency Fund Center, 2564 Old First Street, Livermore, CA 94550
447-4186

Good Samaritan Family Crisis Center, 3311 Pacific, Livermore, CA 94550
455-0747

Salvation Army, 430 "A" Street, Hayward, CA 94541
581-6444

San Leandro Help Center, 1190 Davis Street, San Leandro, CA 94577
635-8200

Tri-City Volunteers, 611 Olive Street (Mission San Jose District), Fremont, CA 94536
651-8870

Want to Know More? Want to do More?

Action for Children's Television
(See page 55.)

California Anti Hunger Coalition, c/o Children's Rights Group, 693 Mission Street, 5th

Floor, San Francisco, CA 94105
495-7283

This coalition is organized to influence public attitudes toward nutrition, to monitor and to help people gain access to food programs; and to help foster cooperation among agencies and groups involved in solving the problem of hunger which still exists in this rich state of California.

California Farmer-To-Consumer Directory, California Department of Food and Agriculture, Direct Marketing Program, 1220 "N" Street, Room 427, Sacramento, CA 95814

(Farmer/Consumer Information Line: 800-952-5272, Toll Free) This directory is available every year and tells you where to pick your own produce, buy directly from farmers and other food production information.

California Food Policy Project, 1535 Mission Street, San Francisco 94103
863-7480

This group offers educational and training assistance regarding nutritional information and food policy issues (i.e. the use of pesticides, inner-city distribution of food, agricultural alternatives). It also helps people form buying clubs.

The Center for Science in the Public Interest, 1775 "S" Street NW, Washington, DC 20006

This consumer organization is concerned with the impact of technology on our society. Its main focus in the past has been on food and nutrition. Through public education about food additives and by speaking out for better food labeling laws (especially as they concern children), this organization has earned a reliable and outstanding name in its field. Its publications on a variety of health issues are especially exciting and readable. Write them for a complete list.

Children's Foundation, 1028 Connecticut Avenue N.W., Suite 1112, Washington, DC 20036
(202) 296-4451

This is a public, non-profit anti-hunger and food rights organization. They monitor federal food programs and give technical assistance and community organizing help to people working to claim their children's rights to school food and working to implement or improve all food assistance programs.

Food Law Center, California Rural Legal Assistance, 2111 Mission, Suite 401, San Francisco 94110
864-3405

This center knows it all when it comes to nutrition and food policy laws and regulations. It provides a lot of technical assistance to school and child care programs, helping them improve the quality of the food served or helping them start subsidized food programs. It will also help individuals form buying clubs and network with other consumers.

Northern California Interfaith Committee on Corporate Responsibility, 3410 19th Street, San Francisco 94110
863-8060

This organization has information about the international boycott against the giant Nestle Company still being sponsored by INFACT (Infant Formula Action Coalition). Begun in 1978 to pressure Nestle to stop promoting infant formula sales in Third World countries, INFACT continues to charge that millions of infant deaths have occurred because the replacement of breast milk with bottle feeding leads to disease and malnutrition. This substitution has been campaigned by Nestle using white uniformed "nurses" handing out packages of formula and vague instructions as to its use. For more information on the boycott, other products owned by this conglomerate, and how you can get involved, write to them.

Nutrition Line
632-9606

This free service is offered through the Alameda County Heart Association. Staff answers ques-

tions about diet, health, and nutrition; referrals are also given.

U.C. Cooperative Extension, 224 West Winton Avenue, Room 162, Hayward 94544 881-6341

Ask for the list of pamphlets put out by this group on every subject from apricot canning to zucchini pickling.

Books on Cooking and Food

The Berkeley Co-op Food Book edited by Helen Black. Palo Alto, CA: Bull Publishing Company, 1980.

Creative Food Experiences for Children by Mary T. Goodwin and Gerry Pollen. Washington, D.C.: Center for Science in the Public Interest, 1974.

Diet for a Small Planet by Francis Moore Lappe. New York: Ballentine books, 1971.

Feed Me, I'm Yours by Vicki Lansky. New York: Bantam Books, 1977.

Good For Me! All About Food in 32 Bites by Marilyn Burns. Covelo, CA: Yolla Bolly Press, A Brown Paper School Book, 1978.

Kids Are Natural Cooks by Parents' Nursery School. Boston: Houghton Mifflin Company, 1974.

The Natural Baby Food Cookbook by Margaret Kenda and Phyllis Williams. New York: Avon Books, 1973.

Many free food handouts are available in Coop grocery stores or by sending requests and a stamped, self-addressed envelope to Coop Education Department, 4805 Central Avenue, Richmond, 94804.

Safety

"I was so busy revising the Safety Section of the *Bananas Guide* that I didn't notice my 10 month old daughter climbing up the stairs. I guess it's time to stop what I'm doing and put up a safety gate. I've been putting off child proofing my home. I want her to have the freedom to explore and learn from her environment but I must also try to protect her from harm."

Safety really falls into two categories—parents making sure the living environment is safe and parents teaching safety to children so they can learn what *is* safe and what isn't. Each topic in this section is approached from this dual perspective.

Home Safety

Child-proofing your home is essential. It not only protects your child, the job of supervision becomes a little easier. Very young children do not know how to prevent accidents. You need to help by making their world as safe as possible. As much as young children need freedom to explore their environment and learn from it, they also need to be protected from potential dangers. The following are some suggestions which may help:

- Cover electric outlets or install safety outlet covers (sold at hardware stores).
- Place a high latch on outside doors, and on the doors to rooms you don't want the children to use for play.
- Install gates across stairs or across appropriate doorways.
- Fence heating grates to prevent burns.
- Keep your water heater set at low or 120—125 to prevent accidental scalding (a relatively common type of burn among infants and children).
- Declare the stove off limits for young children and always put cooking pot handles inward.
- Keep plastic bags out of the reach of young children. Do not use to store toys, diapers or anything a child can reach.
- Keep small objects such as beans, buttons, balloons, tiny toys, etc., out of reach.
- Each day check floors to be sure surfaces are free of small objects which could be swallowed, such as bobby pins, buttons, pennies, etc.
- Remove breakables (such as glass ashtrays, knicknacks, etc. Place them out of reach either permanently on a high shelf, or stored

away for use on social occasions when children aren't around.

- Be sure house plants aren't poisonous, and keep all plants out of reach (a heavy pot pulled down on a toddler's head hurts!), unless, of course, older children are tending their own plants with supervision. Teach all children not to put plants in their mouths.
- Pad the sharp edges of coffee tables and other low pieces of furniture.
- Secure pieces of furniture that children might pull down on top of themselves.
- Use only lead free paints.
- Tape electrical cords to the floor or sides of the wall.
- Check bookshelves to be sure they are attached securely to the wall or that they can't be toppled over by adventuresome "readers".
- Use colorful decals on large expanses of glass like sliding doors or windows. Place them at the child's height. Even adu' s have trouble here when there is a glare or reflection.
- Bathtubs are so slippery! Use decals or bathmats.
- Don't give nuts or hard candies to children until their molars have appeared. Discourage your children from eating while running.

And For Your Yard or Outdoor Play Area:

- Remove latches or doors from old refrigerators, dryers, chests and anything else a child could decide to hide in.
- Keep basement, garage or shed locked with gardening tools, paint, etc. safely inside.
- Lock any accessible car or other vehicle.
- Protect children from the garbage by placing cans behind a barrier or outside of play area.
- Remove any old wood, rusty nails, or broken glass from your yard.
- Find out which plants are poisonous and remove them.
- Use caution with fertilizers and pesticides (the snail bait). Put bells on gates to keep world explorers from making silent escapes.
- If you have outdoor pets, make daily disposal of excrement a must.

It's worth the time and energy to safety and poison proof your home so you don't have to be on your guard every minute. However, remember that good supervision is still a must despite any precautions. Children learn naturally not only by looking and listening but by feeling, climbing, pushing, pulling, and above all, for little ones by tasting! You should also be particularly cautious during times of stress (if you are sick, emotionally upset, moving, entertaining, travelling, etc.) when you may be less alert to your child's movements.

Poison Proofing Your Home

There are poisons everywhere in your home—the kitchen, the bathroom, the basement, the garage. Many children are poisoned and die each year because of three important reasons: 1) there are often no early significant symptoms or warning signs; 2) few antidotes are available and there is no one cure-all which, when administered, will work equally well in each case; and 3) poisons act quickly and there is little time to decide what to do. Here are a few poison proofing pointers to add to your growing household safety list:

Look in your kitchen and remember that children may assume that everything in there will be good to eat. Separate potential poisons from food (it is not unusual to store these items on the same shelf). Put the poisons out of sight and preferably under lock and key. Clear out the area under the sink where many families (before children) store their cleaning agents. Keep these cleaners in their original containers until they are ready to be thrown away.

Poison proof your bathroom: The medicine cabinet is like a ready made poison pantry. Everything in it could be dangerous and it's all so

neatly put together. Shop for child-proof tops and other packages when you buy medicines (and cleaners) and always close the containers tightly after use. That stool which is helping your children gain the independence to wash hands and faces is also a handy vehicle for the medicine cabinet explorer. So be cautious. When the illness for which any medicine has been prescribed is over, pour the remaining contents down the drain, wash out the container, reseal it and throw it away.

Poison proof your garage, basement, back porch; whatever you have and wherever you store your miscellaneous lethals like antifreeze, paints, turpentine, weed killers, pesticides. Keep them in their original containers, do not remove warning labels, and lock them up if possible.

Sleeping Safety

Crib Safety

Small children should sleep in cribs or playpens, or on sleeping bags, mattresses, or mats on clean floors (or how about an inflatable rubber raft that can be deflated and taken on trips so a child has a bed away from home). Children are bound to fall out of adult sized beds or high couches during their normal sleeping wiggles and stretches. If you are using a second-hand crib, check to be sure it's safe. New cribs should be regulated and meet these requirements as well:

- Slats should be no more than 2 3/4 inches apart.
- Paint or finish should be non-toxic.
- Mattress should fit snugly—if it doesn't, stuff rolled-up towels between the mattress and the crib all the way around (you shouldn't be able to fit more than 2 fingers in that space).
- Bumper pads are recommended, especially in older cribs. Pads should run around the entire crib, tie or snap in place, and have at least six straps each.
- Locks or latches at the dropside of the crib should be secure from accidental release, or release by the baby in the crib.
- Damaged teething rails can, and should be, replaced.

Once a toddler has learned the trick of unlatching a crib or climbing over the top, it's probably time to consider a different type of sleeping arrangement—one that's closer to the ground.

Bunk Bed Safety

Older children love bunk beds which by day can become a puppet theatre, a cave, etc. with the addition of an extra blanket to drape over the front. To keep bunks safe, you might want to check these requirements.

- The top bunk should be securely fastened to the bottom one.
- The bunk ladder used should be sturdy enough to hold active children and can be safely fastened to the bed itself (some bunks are designed so children can climb up the end of the bunks and don't need any ladder).
- The top bunk should have a safety rail to prevent a wiggler from falling out (if your bunks didn't come with a safety bar—one can easily be made out of a 4" wide board, securely attached along the front of the top bunk).
- The area in front of the bunk beds should be kept free of toys and other objects at bedtime in case your child finds a way to fall out anyway. This might be a good place for a soft rug or mat.
- Your children must understand your rules about bunk beds (i.e. whether or not you allow day-time playing, jumping, etc. in the top bunk, etc.).

Some children really want bunk beds but when actually confronted with them become hesitant about sleeping in the top bunk. The addition of a safety rail helps along with inviting an older child over who will sleep in the top bunk. Eventually, desire overcomes resistance with most children.

Pajamas

Although Tris, the cancer causing flame retardant used in children pajamas, was banned by the Consumer Product Safety Commission in 1977, parents should check second hand and used clothes for possible Tris content. Tris does not wash out or come out through dry cleaning. If there are no labels on pajamas, they should NOT be worn if you think they were manufactured in 1977 or before.

Toy Safety

Any toy can be safe or dangerous. When buying a toy, new or used, it is important to consider its appeal, its potential as a learning tool, but also its safety. When you choose a toy for an infant or small child select one that:

- is too large to be swallowed
- does not have detachable parts that can lodge in the windpipe, ears or nostrils—avoid stuffed animals with buttons for eyes, squeeze toys with squeakers that could be removed, etc.
- is not apt to break easily into small pieces or leave jagged edges
- does not have sharp edges or points
- has not been put together with straight pins, sharp wire, nails, etc., that might be easily exposed
- is not made of glass or brittle plastic
- is labeled "non-toxic," or in the case of dolls or animals, "washable"—avoid painted toys for infants who put playthings in the mouth
- does not have parts that can pinch fingers, or catch hair
- does not have cords or strings over 12 inches in length.

Check toys periodically for sharp points, jagged edges or loose parts which occur with normal wear and tear.

Help your child learn the proper use of toys.

Buy electrical toys only for the older children and then teach them how to use them properly; for example, how to unplug a toy by holding onto the rubberized plug and pulling, not tugging the cord.

There is a toll-free HOTLINE number to call to check on any toy which might have been recalled for safety reasons. (**800-638-8326**). Keep in mind, however, that no law can take the place of parents' experience, care and knowledge in choosing appropriate and safe toys.

Fire Safety

Be prepared to act quickly and safely in the event of a fire. Have a plan which everyone understands and which everyone has practiced. The most important aspect of fire safety is the preparation. Don't be afraid to begin today: fire education can become a part of everyday life. Games and activities can help teach your children what to do in case of a fire and help them develop a healthy informed respect for fire. They can use their natural curiosity and imagination to help plan and understand methods for fire proofing their own homes. Involve the little ones as well as older children.

Basic for every child is *stop, drop, roll* and *cool.* This game is designed to teach children to respond immediately to fire on their clothing or bodies. Children can pretend that a spark has flown from a campfire and landed on their pajamas. *Don't run* (running spreads the flame). *Stop* immediately. *Drop* to the ground. And *roll* to smother the flames. *Cool with water or by removing clothes.*

General Suggestions for Planning a Family Fire Drill

Your home fire drill should not be scary. Make it a game for your children then, in an emergency, they will follow instructions. To be more realistic, pick a time when it's dark—if possible. It may be hard for your children to get used to sleeping with the doors closed, but help them understand the reasons and assure them that you are still there to protect them.

• Always sleep with bedroom or hall door *closed.* It can keep out fire long enough to allow escape through your emergency escape route (usually a window).

• Agree on a way everyone can sound a family fire alarm. Keep in mind that fire may block a hallway, preventing you from reaching other bedrooms. You can pound on walls, holler, use a whistle, strike a pan. If you keep a whistle for this purpose near your bedside, make it clear to your child/ren that it should never be played with—a child as young as 4 or 5 years old may be able to understand this. If you have commmercial smoke detectors (and it's a good idea to have them) make sure your child/ren have heard their alarm in practice so they are familiar with the sound and what it means.

• Don't waste time getting dressed or gathering valuables in the event of a fire. Every minute counts!

• Crawl to the door. Tell your children to crawl because smoke rises and the air will be fresher near the floor.

• Test doors before opening. Intense heat and deadly smoke may be on the other side: Are the door panels hot? Is smoke leaking in around the edges? if you suspect fire on the other side, DON'T OPEN THE DOOR. But, *if you think it's safe,* open the door slowly and just a crack. . . ready to slam it if any heat and smoke rush in.

• Have an outside meeting place. . .to quickly check if everyone is safe—STAY OUT! Notify the Fire Department (911) quickly, as soon as everyone is out. Plan to use a neighbor's phone or street alarm box. Speak slowly, plainly; give name and address, then wait to answer questions.

ALL SET? DRILL BEGINS:

1. Everyone in the bedrooms with doors closed.

2. Sound the alarm.

3. Everyone swings into action. Out of bed. . .to the door. Test the door.

First drill. Escape through normal exit (hall or stairway).

Second drill. Imagine the doors are hot—blocked by fire. Now, everyone must test the emergency fire escape exit. Depending on age and capability, you need not actually go out on the roof. But, be sure even very young children know what might be necessary in the event of a real fire. Also be sure windows and screens can be opened easily, that an emergency escape ladder is quickly available, etc.

4. Everyone gather at outside meeting spot. All accounted for? A JOB WELL DONE!!

Earthquake Safety Rules

An earthquake strikes your area and for a minute or two the "solid" earth moves like the deck of a ship.

What you do before, during and immediately after the tremor may make life and death differences for you and your family.

Food. Keep several days supply on hand. Store canned and sealed foods that will keep without refrigeration. To avoid damage and to assure access, store food in a box on the floor of a closet, service porch or garage. Don't store on high shelves. PROVIDERS: Be sure to have an extra supply of emergency drugs (prescription) if one of your day care children requires them.

Water. Store at least three days supply (3 gallons per person) in stoppered containers. (Don't forget pets which need less.) You may use plastic gallon-sized milk or plastic bleach jugs if you follow these steps: Rinse out well and add 2 drops of bleach to prevent souring from residue. If you use bleach containers, rinse out *only once.* Enough bleach will be left in the jug to purify the water and prevent spoilage. Also, you may use the water in your water heater and in the pipes once you have turned off the water at the street. Even your toilet tank has fresh water in it as long as you don't use any bowl cleansing substance in the tank.

At home. Discuss earthquake safety with your family. Think about how you can protect yourself and your family. Have a plan of action and practice it from time to time.

Keep a battery-powered radio, flashlight and a first aid kit handy. Make sure everybody in the family knows where they are stored and how to use them. Keep extra batteries.

Remove heavy objects from bookcases, high kitchen cabinets, and shelves in closets. Anchor bookcases to the wall. Tie your water heater to the wall.

Know the location of gas and water shut-off valves and your electric fuse or circuit box. Have the appropriate tools handy. Learn how to shut valves if necessary.

Plan how to reunite your family after an earthquake.

At work. Have an emergency plan. Do you have emergency responsibilities?

At school or child care. Parents: Ask your children's teachers or providers what earthquake safety information is given in the facility.

Pinpoint Nearest Hospitals, Fire Stations & Police Stations For Help If Phones Are Out.

During the Shaking

- DON'T PANIC. The motion is frightening but, unless it shakes something down on top of you, it is harmless. The earth does *not* yawn open, gulp down a neighborhood and slam shut. Keep calm and ride it out.
- TAKE COVER under a desk, table, bench, or in doorways, halls or against inside walls. STAY AWAY from glass, the fireplace, chimney or outer walls.
- DON'T USE CANDLES, matches or other open flames during or after the tremor. Douse all fires.
- IF YOU'RE OUTSIDE, move away from buildings, utility wires and trees. Once in the open, stay there until the shaking stops.
- DON'T RUN through or near buildings. The greatest danger from falling debris is just outside doorways and close to outer walls.
- IF YOU'RE IN A MOVING CAR, stop as quickly as safety permits, but stay in the car. A car will jiggle fearsomely on its springs during the earthquake.

After the Shaking

- CHECK YOUR UTILITIES but don't turn them on. The pipes may be cracked.
- IF YOU SMELL GAS, open windows and shut off the main valve. Have a pair of pliers

right near the gas meter so you won't waste any time. Leave the building and report leakage. Don't go back into the house until a utility official says it's safe. (If you don't know where your gas main shut off valve is—P.G. & E. will send a representative to show you how to turn it off.)

• IF WATER PIPES ARE DAMAGED, shut off supply at main valve. Make sure you have a big key tool handy for this job.

• IF ELECTRICAL WIRING IS SHORTING OUT, shut off current at main meter box.

• TURN ON YOUR RADIO OR (if conditions permit) TV to get latest emergency bulletins.

• STAY OFF THE TELEPHONE EXCEPT TO REPORT AN EMERGENCY.

• DON'T GO SIGHTSEEING.

• STAY OUT of severely damaged buildings; aftershocks can shake them down.

—Thanks to US Department of Commerce, Environmental Science Services; California Office of Emergency Services.

Be sure to choose a car seat suitable for your child's weight and height that has been *dynamically crash tested.* Also be sure to anchor and use a car seat exactly as per instructions and not just as a booster chair. Infant car seats (up to 20 lbs.) are used in the front seat facing back of car. Toddler/Child car seats (up to 40 lbs.) are used in back seat, preferably center and are anchored permanently. There are several brands which convert from infant to child size.

Safety Proofing Your Child

Many parents worry about "warning" their children of potential dangers in the outside world because they don't want to destroy the basic trust we all need to have in other people. But, we must somehow find the best way to help build in our children self confidence and the ability to handle any unusual situation when they are away from home.

In helping your children protect themselves (would that we could always guarantee their safety—at home and abroad—!), you might want to consider some of the following suggestions, adapting them, of course, to your own personal style. The strong should seem appropriate for this "safety proofing."

CHILDREN SHOULD:

1. be taught *their* name, address and phone no.

2. be taught your workplace and neighbors' phone numbers.

3. know how to use the 911 emergency phone number and how to call the operator.

4. be taught to always tell their parents where they are going and with whom. They should call if they will be late or if they change their destination.

5. be encouraged to stay with their friends especially on outings or in deserted areas.

6. be instructed to never get into a car with a stranger or to accept rides from acquaintances without your prior permission.

7. know for sure that you would never send a stranger to pick them up without you first letting them know.

8. be told to get away from a suspicious situation—run, holler, seek help from neighbors, storekeepers, police, etc.

Car Seat Safety

More American children are killed or seriously injured in automobile accidents than die from diseases or any other accidents. And most of these deaths are preventable by proper use of government tested car seats. In a crash or sudden stop, even at low speed, all occupants continue to move forward until something stops them. It is this second collision that is most dangerous since small children literally become flying missiles. Infants and young children are not safe in their parents laps either. A child can be torn from arms and thrown against the

dashboard, windshield or back of the front seat, or crushed by adults being thrown forward. Young children need to have crash forces spread evenly over their bodies. If no car seat is available for children under 5, it is better to buckle up the regular lap belt than to let them ride free and unprotected. And don't forget that children can be occupied and happy if they learn to use car seats from an early age. This is especially important when you must "do battle" with traffic.

All car seats must now pass tests by the federal government for strength during a crash. Be sure to look for a new car seat that has been "dynamically tested". Never use a car bed or plastic feeding seat as a car seat—they are not strong enough in an accident. Be sure to read and follow all instructions and use car seats properly. Car seats should be purchased based on the type of car the seat will be used on. Be sure to try a seat before you buy. Though new car seats cost from $45-$75, they are an investment that every parent should make.

Types of Restraints

Birth to 9-12 months. An infant car seat is used most often in the back seat facing backwards and in a semi-reclining position. It has a safety harness which holds baby still and distributes crash forces, and a regular seat belt which holds it to the car.

One to four years. For older children who can sit up, a child car seat is a necessity. This faces forward and is usually high enough so a child can see out the windows. It has a safety harness, uses the regular seat belt, and is placed in the back seat—preferably in the center. It sometimes has a "top tether" strap which must be attached permanently behind the back seat. Another safety device for older children is the protective shield—a shell which fits over the child's lap and is held on with a regular seat belt. Sometimes a booster seat is needed in addition to the shell. There are several models of car seats which convert from infant to child size.

Over 40 pounds. When a child weighs over 40 pounds s/he can use a regular lap belt. Be sure it does not ride up over the abdomen but rests on the pelvic/hip area—you may need a booster seat. The safest position in the car is the center of the back seat. A shoulder/lap belt can be used if it doesn't cut across the neck, face or head of a child. If it does, the shoulder strap should be tucked behind and only the lap strap used.

Traffic Safety
Red Light. . .Green Light

You can't spend too much time teaching children traffic safety! The old adage, stop, look and listen is still good advice. Here are some tips to assist you in discussing this very important life-saving topic with your children:

For the Very Young

Begin at the beginning: very young children have no real understanding of cars, streets or traffic. Start very simply by explaining how fast cars move, how difficult it is for drivers to see children (visual aids help here—stand a small child up beside a parked car to show how BIG a car is) and how streets are off-limits. Repetition is the key—make every trip outside a traffic lesson. And, of course, never leave a young child alone near a street. For the very young, make one simple but absolute rule—*never go in the street without an adult.* Make a fuss even if your toddler steps off the curb so your child will come to realize that the curb is the beginning of the street. Don't hesitate or feel guilty about being very firm.

As Children Get Older

Teach traffic safety through games and rhymes. To recognize and pay attention to corners, you can ask your child to squat down, blow a whistle, etc. every time you come to a corner during a

walk. To relieve your own anxiety in parking lots try having a child (or group of children) touch the car until you give the "pass word" and are ready to take hands. Holding a child's hand is always best, if possible, but if a hand isn't available, suggest your pant leg or grocery cart.

Use rhymes like these even with very young ones:

Stop, look and listen
Before you cross
the street
First use your eyes,
then use your ears
Before you use
your feet.

The red's on top
The green's below
The red means stop
The green means go
The yellow light is
in between & it
means no
crossing.

Repetition is always important. Take time. Insist that your child look both ways with you before you start to cross the street. Let the child be the "look-out" who says it's safe to cross. Set the example by always walking, never running, across an intersection. And don't jay walk.

If your older child has no other outdoor space except a yard adjacent to a street—then be very firm about not going into a street to retrieve a toy. Be willing to come and get the toy yourself, or to watch while your child goes after it. Teach the same "stop, look and listen" rule here, too.

Walking to School

If your school is close enough and you feel your child is ready, walking to and from school gives a child a nice sense of independence. For the first week or two it is important to walk with your child, taking the same route each time. Working parents can do this on the weekends before school begins. Talk your way to school, point out hazards like blind drive ways, corners without lights, etc. If there is a crossing guard on your child's way to school, take the time to introduce them to each other and stress to your child that the crossing guard is "in charge" of that corner and should be obeyed.

Don't make a child too dependent on traffic signals. Explain carefully and often that all drivers don't follow the signals and everyone should still look carefully in BOTH DIRECTIONS even when crossing with a signal. Teach your child not to cross if the light is already green; instead, wait for the "new green" so that there is adequate time to cross safely.

Go over the importance of walking the same route every single day. Now is the time to re-caution children never to accept a ride from a stranger. When you are sure your child has the route "down pat" let your child "take" you to school one last day (or two)—pointing out any hazards to you.

Even good walkers get careless sometimes and a refresher walk with an adult never hurts. Being late to school makes some children frantic. If you know it's too late for the crossing guard to still be there, it may be a good day to accompany your child to school or if it is necessary for your child to walk alone on a "late" day, stress that walking slowly and safely is still important and that a few extra minutes won't make any difference. To reassure a child, it helps to send a note to the teacher. Walking to school with friends is always fun but check to be sure that even much older children know the safe way to school.

Over and Over Again

Traffic safety is too important and our children too precious to ever relax and feel the lesson is completely learned. It's better to over-teach than give up too soon. And let's all remember to *walk and drive carefully* ourselves.

Want to Know More? Want to Do More?

Call BANANAS for up-to-date information on safety issues and products (such as car seats), and consumer recalls of children's products.

Bike Safety

Call your local Police Department for informa-

tion on bike licensing, safety manuals, and safety hand-outs.

Car Safety

California Center for Child Passenger Safety, 2131 University Avenue, Berkeley 94704
415-642-9532

Send a self addressed stamped envelope for their free newsletter, information packets on car seats and other traffic information.

California State Automobile Association, 150 Van Ness Avenue, San Francisco 94101
415-565-2012

Send 50¢ for a set of booklets on traffic safety for the pre-school child.

National Highway Traffic Safety Administration (NHSTA), Docket Section, Rm 5108, 400 7th Street S.W., Washington, D.C. 20590
202-426-1828

Send for a free publication list of articles and pamphlets on teaching highway safety.

Office of Highway Safety Planning, 7150 Harris Drive, Lansing, Michigan 48913
517-323-1942

Send a self addressed stamped envelope for current hand-out on new and older car seats.

Physicians For Automotive Safety, P.O. Box 208, Rye N.Y. 10580
914-253-9525

Send 35¢ and a self addressed stamped envelope for a comprehensive pamphlet and up to date information on car seats and car seat safety.

Emergency

Alameda County Office of Emergency Services, 2000 150th Avenue, San Leandro, *Mailing address*, P.O. Box 3247, San Leandro 94578

This agency co-ordinates emergency plans for Alameda County. You can request a copy of their plan from the office.

Fire Safety

National Fire Protection Association, 470 Atlantic Ave., Boston MA 02210

Send a self addressed stamped envelope for their pamphlet on fire safety; free.

Local Fire Departments

Call the administrative office of your local fire department and ask for the fire prevention and fire safety manuals or materials they have. Also ask if children may visit fire stations.

General Safety

These organizations provide comprehensive materials on consumer and safety issues.

Consumer Product Safety Commission, National Office: Washington, D.C. 20207
(800) 638-8326 (Toll Free)
Local Office: 555 Battery Street, Room 416, San Francisco 94111
556-1816

Send for a free list of publications. One of the most useful free pamphlets they offer is "It Hurts When They Cry—A Buyer's Guide to Nursery Furniture" which covers what to look for and how to safely use cribs, baby walkers, high chairs, strollers and carriages, playpens, baby carriers and back carriers. Copies are available in English and Spanish.

Consumers Union, National Office: 256 Washington Street, Mount Vernon, NY 10550
(914) 664-6400
Local Office: 1535 Mission Street, San Francisco 94103
431-6747

This non-profit organization and publisher of *Consumer Reports* magazine keeps an eye on supplies, prices and costs for the citizenry.

National Safety Council, Eastbay Chapter: 1322 Webster Street, Oakland 94612
893-2013

Visit this office to check out publications or call for a free sample of materials. They have pam-

phlets, handouts, and manuals on all safety issues.

Oakland/Alameda County Consumers Council, 4538 East 14th Street, Oakland 94601 261-6522

This is a free consumer complaint service that also offers education, counseling and legislative information.

Home Safety

Home Alert
273-3068

This is one of Oakland's oldest crime prevention programs and tries to help bring neighbors together to reduce crime. Call for information and help to start a Home Alert group on your block.

Poison Information

Cooperative Extension, U.S. Department of Agriculture, University of California, Berkeley, CA. 94720

Send for their leaflet #2561, "Poisonous Plants in the Garden" by sending a self addressed stamped envelope.

National Planning Council for Poison Prevention Week, P.O. Box 1543, Washington, D.C., 20013

Send for their information on poisons and poison controls.

American Association of Poison Control Centers, 10525 Carnegie Ave., Cleveland, Ohio, 44106

Send for the publications list on poison prevention and control.

Out and About

3

Recreation

Parks and Nature Activities

Trips

Ecology

Recreation

The Bay Area is a natural wonderland where you can discover marvelous things in yards, on streets, in parks or on field trips to the seashore, bayshore, marshes, tidepools, mudflats, lakes, streams, hills, valleys, meadows, and forests. Because of the richness of the area your plans to explore it with your child/ren don't need to be elaborate. The Ohlone Indians (the Native Americans who inhabited the Bay Area) were actually considered "lazy" by outsiders because they hunted and gathered and had a good time in their rich, temperate environs. Perhaps we should copy their style, relax into local wandering, and appreciate our wealth.

This chapter covers parks, recreation programs, local and day trips, how to travel relatively painlessly and where to turn if you want to take action in the "Out and About" World.

Most cities have a park and recreation department which sponsors classes and events, maintains the city parks and recreation centers and oversees city sponsored recreational activities in general. A variety of free or low cost activities are offered through these departments. Call your local park and recreation office for a brochure of activities. While most offer the basics (crafts, sports, etc.), each department has an individual emphasis all its own. Having a viable, energetic recreational system enhances any community. Unfortunately this area is one of the first places that budget cutters eye when money is tight. If you appreciate having good parks and lots of recreational activities available to you and your family, it is important to make this known to your city council.

In addition to city resources, non-profit agencies such as the YMCA and the YWCA sponsor classes and have recreational facilities which are open to the public at low cost. "Clubs" (Boy Scouts, Camp Fire, etc.) are also included in this section because their programs sponsor and encourage recreation. Some of these agencies have their own facilities complete with gyms and swimming pools; others use community space. Like the city recreation departments, these

groups usually have brochures explaining what they offer. Use all the agencies listed in this section to find out what is available in your community when you feel like being out and about close to home.

Park and Recreation Departments

Let's begin with some standard definitions of park and recreation programs and facilities—ones which almost every department has. Then you will find the various park and recreation departments listed by the cities they serve. Call not only your local department but also those in cities closeby; non-residents are usually welcome to participate (sometimes for a higher fee).

Park and Recreation Definitions

Recreation or community centers. A recreation center is a city sponsored community gathering place with trained staff people on duty certain hours. It usually has a central building with classes and activities for all ages, meeting rooms, and some have a gymnasium and/or theater. There is a large grassy area, ball fields, picnic area, and playground. Call or visit for program descriptions.

Camps. Most cities offer low cost camping for get-aways in some beautiful locations near here. There are family camps with planned activities for all ages, resident camps for boys and girls (some with counselor-in-training programs for teenagers) and day camps in local parks which are usually open for preschoolers or school age children. Call your park and recreation department and ask for camp information.

Neighborhood, school or mini parks. Almost all schools have public playgrounds with ball fields and play equipment. Neighborhood and mini-parks usually have grassy areas, ball fields, picnic areas and tot-lots. These parks are great because they are close by, easily accessible and neighborly.

Swim Centers. A swim center is often a city park also. Low cost lessons and swim teams are usually offered for all ages—infants to seniors. Call swim centers for their program descriptions. You will find them listed in the special swimming section after parks. It's good to remember that most pools are also for rent.

Tiny tots. Tiny Tots programs are offered in most cities for children ages 3-1/2–5 years. The classes are designed to expose the young child to dramatics, movement, rhythm and music. Emphasis is placed on the development of the child's imagination, creativity, communication and group awareness.

Tot Lots. Tot Lots are specifically designed for little children. Usually they have sand, swing and play equipment as well as playmates, all scaled down for little ones. They are fenced from the rest of the park or playground to keep out dogs and traffic.

■ *North County*

Alameda Recreation and Park Department, Santa Clara & Oak Streets, Alameda 94501
522-4100, ext. 227

Albany Recreation and Park Department, 1000 San Pablo Avenue, Albany 94706
644-8514

Berkeley Park and Recreation Department, 2180 Milvia St., Berkeley 94704
644-6530

U.C. Berkeley, 5 Haas Club House, Strawberry Canyon Recreation Area, Berkeley 94720
642-5575

Oakland Park and Recreation Department, 1520 Lakeside Drive, Oakland 94612
273-3091/92

Piedmont Recreation and Park Department, 358 Hillside Avenue, Piedmont 94611
273-2012

■ *Close to North County*

El Cerrito Community Services, 10890 San Pablo Avenue, El Cerrito 94530
234-7445

Kensington Park and Recreation Department, 59 Arlington Avenue, Kensington 94707
525-0292

■ *South County*

Fremont Recreation and Leisure Services, 3375 Country Drive, Fremont 94536
791-4320

Hayward Area Park and Recreation Department, 1099 E. Street, Hayward 94541
881-6700

Livermore Recreation and Park Department, 71 Trevarno Road, Livermore 94550
447-7300

Newark Recreation Division, 35501 Cedar Blvd., Newark 94560
793-1406, ext. 264

Pleasanton Recreation Department, 200 Bernal Avenue, Pleasanton 94566
846-3202, ext. 215

San Leandro Recreation Department, 835 E. 14th Street, San Leandro 94577
577-3462

Union City Leisure Services, 34009 Alvarado Niles, Union City 94587
471-3232, ext. 329

YMCAs and YWCAs

Young Men's Christian Association or Young Women's Christian Association—YMCAs or YWCAs—maintain resident hotels in many urban areas for young and old homeless travelers. These facilities usually have complete gymnasiums, swimming pools with kinder gym classes, swimming lessons and gymnastic instructions, summer resident camps for boys and girls, and/or daycamps or childcare services. They often sponsor special holiday events for children, daytime bus trips to popular spots, adult support groups, teen tutoring and counseling and more. Call your local "Y" for brochure or drop by for a visit.

■ *North County*

YMCA's

921 Kains Avenue, Albany 94706
525-4447

2001 Allston Way, Berkeley 94704
848-6800

2901 California Street, Berkeley 94703
843-4280

2009 10th Street, Berkeley 94703
848-6800, ext. 14

2101 Telegraph Avenue, Oakland 94612
451-5711

1612 45th Avenue, Oakland 94601
534-7441

3265 Market Street, Oakland 94608
653-7818

YWCA's

2134 Allston Way, Berkeley 94704
848-1882

2600 Bancroft Way, Berkeley 94720
648-6370

1515 Webster Street, Oakland 94612
451-7900

■ *South County*

YMCAs

951 Palisade, Hayward, CA 94542
582-9614

41811 Blacow Road, Fremont, CA 94538
657-5200

2365 First Street, Livermore, CA 94550
447-8300

YWCA

4400 Alma Avenue, Castro Valley, CA 94546
582-9850

Jewish Community Centers

Jewish Community Centers offer a variety of social, cultural and recreational activities. Typical activities might include poetry readings, senior lunch programs, hiking trips, adult sup-

port groups, exercise classes, film showings, team sports and special programs for children. Each individual JCC has its own emphasis and flavor. While some JCC groups or classes are religious in nature; many are not. Anyone can join a JCC and non-members are welcome to participate as well (for a slightly higher fee). Contact your local JCC for a brochure of its activities.

Berkeley-Richmond Jewish Community Center, 1414 Walnut Street, Berkeley 94709
848-0237

Oakland Jewish Community Center, 3245 Sheffield, Oakland 94602
533-9222

Clubs

The "traditional" clubs have changed over the years. Learning how to tie knots may have been replaced by studying ecology; and some "girls only" or "boys only" clubs have opened up their doors to all. Most of the clubs listed here are membership organizations but usually the costs are low and some scholarships are available. Call and find out what any or all of them have to offer your child in the way of recreation, companionship and just plain fun.

Boys Club

Offers 7 – 18 year olds the opportunity to participate in supervised sports, arts and crafts, classes, event trips or use the gymnastic facilities. You must join the club to participate in any activities. Or, an individual can pick an event to participate in. Members can come and go as they please. There is usually a fee. Call for more information.

- *North County*

Alameda Boys Club 2050 Lincoln, P.O. Box 1069, Alameda 94501
522-4900

Oakland Boys Club Leonard J. Meltzer Branch, 920-24th Street, P.O. Box 23203, Oakland 94623
444-8211

Oakland Boys Club, Oscan E. Carr Branch, 8530 E. 14th Street, Oakland 94621
658-1532

- *South County*

Castro Valley Boys Club, 3344 Norbridge, P.O. Box 2872, Castro Valley 94546
581-1355

Fremont Boys Club, 39700 Logan Drive, Fremont 94538
656-6263

Hayward Boys Club, 24499 Soto Road, P.O. Box 22, Hayward 94543
886-5511

Boy Scouts

Accepts boys from 10-1/2 – 18 years old. Boys earn merit badges by completing different activities. They gain a sense of responsibility by participating in community projects, helping at home and doing other structured activities. There are also monthly camping trips offered through most Boy Scout Troops. Cub Scouts is the junior organization of the Boy Scouts; it accepts boys from 7 years (or who have completed 2nd grade) to 10 years old. For information on either Boy Scouts or Cub Scouts, call one of the following offices:

Alameda Council, 1903-3rd Street, Alameda 94501
522-2772

Oakland/Fremont/Newark/Livermore/ Pleasanton, 8480 Enterprise Way, Oakland 94621
638-3600

Piedmont Council, 10 Highland Way, Piedmont 94611
547-4493

Camp Fire

Accepts girls and boys from 6–18 years. It offers small group programs with adventure, exploration and informal education experiences, a summer resident camp, and offers volunteer opportunities for adults.

Alameda-Contra Costa Main Office, 1201 E. 14th Street, Oakland 94606
536-7841
Branch Offices:
Berkeley/Richmond
232-8765
Pleasanton/Livermore
846-1823

Camp Fire Girls

Accepts only girls, but has same emphasis as Camp Fire.

Camp Fire Girls, 707 Highland Avenue, Piedmont 94611
655-7388

Girls Club

Accepts ages 6–18. Most clubs offer classes in cooking, arts & crafts, sewing, leadership training; some have family and child guidance counseling services, career training, job programs and leadership training. Call for more information.

Alameda Girls Club, 1419 Union Street, Alameda 94501
521-1743

Richmond Girls Club, 260 Broadway, Richmond 94804
232-5440

San Leandro Girls Club, 1245-147th Avenue, San Leandro 94578
357-5515

Girl Scouts

Accepts ages 6–17. There are two different types of girl scouts:

1. Event Scouts—here scouts participate in special events. They receive information by mail on these events and are considered non-troop scouts.

2. Structured Scouts—This group participates in structured crafts, sells cookies, goes on camping trips, etc. The activities depend largely on the age of the girl.

For information on how to join a troop in your area contact:

San Francisco Bay Girl Scout Council, 670 McCormick Street, San Leandro 94577
562-8470

4-H Club

Accepts boys and girls from 9 years (or who have completed the third grade) to 19 years old. There is a year-round program. The new enrollment period starts each September. At this meeting kids decide what projects they would like to work on. The club then solicits adult volunteers to supervise each project. At the end of the year, the projects are shown at the annual 4-H fair. There is a very minimal fee for insurance. Call the 4-H office for more information.

Alameda/Contra Costa Main Office. 4-H Club, 224 West Winton Avenue, Rm. 165, Hayward 94544
881-6427

Junior Rangers

Sponsored by the East Bay Regional Parks District and headquartered in Tilden Park
525-2233

This year round nature program for children between 8 and 12 years of age features nature studies, survival skills and culminates in a week long backpacking trip in the Sierra. Applications are accepted each August and September and then the children are interviewed and selected based on *their* interest in the activities (not their parents'!).

Reading Clubs

Most branch libraries offer reading clubs, especially in the summer. Special activities and

prizes for reading quantities of books are a great incentive for fledgling and seasoned readers alike. Call your local branch for details.

Swimming

If your family lives here and your roots are elsewhere in the United States, you may never really adjust to our special brand of outdoor summer swimming. In short—it's usually mighty cold. You might forget your bathing suit but never forget your sweater! But, children and native Northern Californians don't seem to mind the cool, cloudy, foggy summer days and are always ready for a wet water outing. There are also a variety of indoor pools included in this section for us non-natives. And, since we do live in California, we're obligated to take the plunge.

Local Lakes (Swimming from May to September)

Cull Canyon Regional Recreation Area. A cozy lagoon swimming area where parents can sunbathe and keep children within easy eyesight. It also has a beautiful redwood pavillion, bathhouse and a concession stand to visit after you've worked up an appetite swimming.

Lake Anza. Located in Tilden Regional Park, it has a beach for sun bathers, bathhouse and concession. It is also popular for picnics on the grass beside the swimming area.

Shadow Cliffs Recreational Area. A man-made 90 acre lake with four very popular water slides (children must be at least 42" tall to use), a bathhouse, beach area and concession stand. There is handicapped access to the beach.

Lake Temescal. Located in the Temescal Regional Recreation Area, this was once a creek but has been enlarged to a 13 acre lake. It has a small beach area, concession stand, changing rooms and it frequently is wall-to-wall people on a beautiful day. Swimming is allowed only in designated areas; the life guards are strict about this point.

Within the East Bay Regional Park District's family of responsibilities are a number of other lakes and shorelines where seasonal swimming is permitted. For more information, call 531-9300 or write the East Bay Regional Park District, 11500 Skyline Boulevard, Oakland, CA 94619.

Summer Pools

- *North County*

Alameda

Alameda City Pools
Call 522-4100 for information

Alameda Swim Center, 2256 Alameda Avenue

Encinal Swim Center, 230 Central Avenue

Berkeley

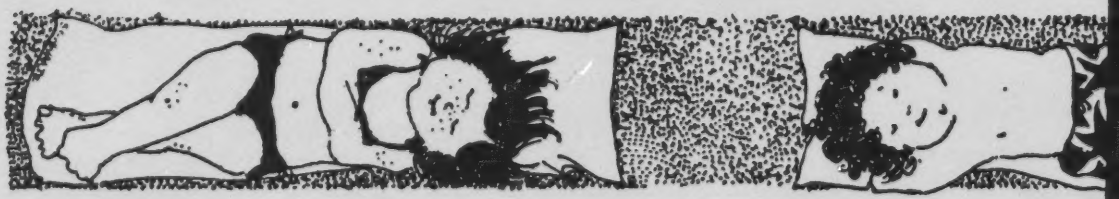
Berkeley City Pools
Call 644-6530 for information

King Pool, Hopkins and Colusa

West Campus Swim Center, Addison and Browning

Williard Pool, Telegraph at Derby

Strawberry Canyon Recreation Area
642-5575



This beautiful pool in the hills belongs to the University. It's open to you if you work or study there; if you don't, find a UC friend to take you as a guest.

Oakland

Oakland City Pools
Call 273-3494 for information

Castlemont High, 2351 84th Avenue

McClymonds High, 2607 Myrtle Street

Fremont High, 4550 Foothill Boulevard

Diamond Park, 3860 Hanly Road (Lions Pool)

Live Oak (Oakland High), 1055 MacArthur Boulevard

Temescal (Oakland Tech), 371 45th Street

Oakland Jewish Community Center, 3245 Sheffield Avenue,
533-9222

Roberts Pool, Redwood Regional Park, (Off Skyline Boulevard)
531-9300

■ *South County*

Castro Valley

Castro Valley Swim Center, Redwood Road & Mabel
881-6700

Dublin

Valley Community Swim Center, Dublin High School, 8151 Village Parkway
828-4371

Fremont

Fremont/Newark YMCA, 41811 Blacow Road
657-5200

Hayward

For general pool information call 881-6700

Hayward Swim Center, 1633 East Avenue

Mt. Eden Swim Center, 2300 Panama Street

Sunset Swim Center, 410 Laurel Avenue

Tennyson Swim Center, 27477 Whitman Street

Livermore

For information call 447-7300

May Nissen Park and Swim Center, 685 Rincon Avenue

Granada Swim Center and Tennis Courts, 400 Wall Street

Newark

Newark High School Pool, 6201 Lafayette Avenue
794-2062

Pleasanton

Pleasanton Aquatic Center, Amador Valley Community Park, 4455 Black Avenue
846-1720

San Leandro

Farrelly Pool, 878 Dutton
577-3016

John Muir High School/Cherry Grove Park, 1444 Williams
577-3016

Washington-Manor Pool, Zelma Street at Cumberland Avenue
357-1404

San Lorenzo

Arroyo Swim Center, 19701 Lorenzo Avenue
276-9875

San Ramon

San Ramon Olympic Pool, at California High School, 9870 Broadmoor Drive
828-7583

Union City

James Logan Pool, James Logan High School, 1800 H Street
489-0360

Year Round Pools

■ *North County*

Albany Pool, 1311 Portland Drive
526-7386

Berkeley YMCA Pool, 2001 Allston Way
848-6800

Oakland Central YMCA, 2101 Telegraph Avenue
451-5711

Oakland Northwest YMCA, 3265 Market Street
653-7818

YWCA of Oakland, 1515 Webster Street
451-7900

■ *South County*

Hayward Plunge, 24176 Mission Blvd.
881-9750

San Leandro Boys Club, 401 Marina Road
577-3462

You will have to voice your opinion strongly if you want to keep the city pools open. Like other recreational programs, swimming pools are an "endangered species" since the passage of Prop. 13—even more so because they are expensive to maintain and operate. Every year the list of city pools gets smaller and without more emphatic voices raised in its defense your local city pool could become a thing of the past.

Kindergym with Swimming

Swim-Gym programs introduce children to swimming and to exercises in gymnastics. They usually consist of a half hour in the pool (very young children accompanied by a parent; older children in larger groups with less adults involved) and a half hour in the gym. The gym exercises are designed to encourage large muscle development and physical movement. Regular gym equipment is used such as climbing ropes, balls, trampoline, etc. The swim time allows children to get used to the water and introduces basic swim movements.

Berkeley YMCA, 2001 Allston Way,
848-6800
Fremont/Newark YMCA, 41811 Blacow Road,
657-5200
Oakland Central YMCA, 2101 Telegraph Avenue,
451-5711
Oakland East Lake YMCA, 1612 45th Avenue,
534-7441
Oakland Northwest YMCA, 3265 Market Street,
653-7818

Baby with Parents Swim Classes

Everyone agrees that learning to swim should be a positive experience for children. However, professionals differ about how early children should be taught, how lessons should be given, if parents themselves should be the instructors. Decide what is best for your child. Read *Teaching Johnny to Swim* and talk to your local swimming instructors.

In addition to the Swim-Gym programs already listed, you can find parent-child swimming programs at the following swim centers and Park and Recreation Programs:

- Alameda Recreation Department—522-9921 (summer only)
- City of Berkeley Pools—527-1003 (summer only)

- El Cerrito Swim Center—525-6747 (all year)
- Oakland Park & Recreation—273-3494 (summer only)
- Richmond Plunge—234-8202 (all year)
- San Leandro Recreation Dept.—577-3462 (summer only)

Team Sports

There are many recreation department and private sports leagues in our area. In some cases, they are parent run and the contact phone numbers change with each new season. Remember to check with your local park and recreation department for its team sports offerings. Here's a short list of places to call if your child wants to play. . .

Baseball

■ *North County*

Alameda Recreation Program—You must sign up and play at the park nearest your home.
522-4100 for information

Albany Little League
644-8514 for information

Berkeley Recreation Program
644-6530 (Ask about basketball too)

Oakland Parks and Recreation Teams
273-3494 (Ask about basketball)

Piedmont Recreation Department
273-2012 (Also football and basketball teams are offered)

■ *South County*

Hayward Area—Call the Park and Recreation Department, 881-6700, to get contact numbers for the Little League Teams in Hayward, Castro Valley and San Lorenzo.

Hayward Police Activities League, 680 W. Tennyson Road, Hayward 94544
785-6790

Livermore—The Recreation Department can give you contact numbers of the Livermore Little League teams.
447-7300

Pleasanton Recreation Department—co-sponsors both Little League and the Pleasanton Girls Soft-Ball Association,
846-3202, ext. 215 for more information.

San Leandro—Call the Recreation Department, 577-3462 for local Little League contact numbers.

Union City—Union City Leisure Services can refer you to Little League contacts in that area.
471-3232.

(The regional Office for Little League is (714) 887-6444.)

Soccer

All the clubs listed are parent run leagues so the contacts change every year; call BANANAS for latest listing. And, call in the spring because some teams are chosen then.

Albany-Berkeley Soccer Club
Hayward Soccer Club
Livermore Boys Soccer Club
Livermore Girls Soccer Club
Oakland Bushrod Soccer Club
Pleasanton Boys Soccer Club
Pleasanton Girls Soccer Club

Want to Know More? Want to Do More?

Some Thoughts on Recreation

We couldn't leave sports and recreation without interjecting our own feelings about such activities—THEY SHOULD BE FUN. We "big folks" have to set the example of being good sports and having respect for the other side. We also have to remember not to put too much pressure on children when they are on an organized team. Often it's the parents who have more trouble with losing than the kids; we've

been around the "winning is everything" philosophy for much longer. But, it's not helpful to impose those feelings on the children who are doing the playing. Better we should give them the message that win-or-lose it is most important to play fair, play hard and have a good time. Here's a game book that shares this feeling: *For The Fun Of It: Selected Cooperative Games for Children and Adults* by Marta Harrison. Philadelphia: Nonviolence and Children Friends Peace Committee, 1976.

If your park and recreation department isn't offering the type of activities that you are interested in, let the department and/or the local park and recreation commission know about it. Often programming is built on public interest—they have to know what people want and who will attend for example, volleyball or tennis lessons, before they plan on offering such classes. Want more weekend or evening classes? The same rule applies—Speak up!

Parks and Nature Activities

Parks

Parks can be anything from a tiny green corner tucked away in a neighborhood to our vast and wonderous regional park system. Some have equipment, park centers, marked hiking trails, etc.; others make do with trees and grass. Who would want a world without them?

In this section, the parks and shorelines are grouped by city to make it easier to find those closest to you. Not all parks are listed; space has dictated us including only the largest or those with some unique feature. (Our apologies if one of your favorites is missing. Please let us know for future editions.) The regional parks are listed under the nearest city and you will find a (EBRPD) symbol after their descriptions. Take any questions you have about those parks to the *East Bay Regional Park District*, 531-9300, or ask for their excellent brochures (available on the entire system or on a park-by-park basis). All other parks listed here (except Knowland State Park) are under the auspices of the individual city's Park and Recreational Department; that's where questions about these parks and additional city parks should be taken. We are lucky to live in such a "park rich" area. Have fun exploring the meadows, swimming in the lakes, watching the wildlife and forgetting the bustle of city life. However, remember not to leave behind anything (cans, bottles, paper) that will spoil the trip for others. Keeping our parks clean and green is everyone's responsibility.

■ *North County*

Alameda Parks

Alameda Recreation and Park Department,
522-4100, extension 227

Godfrey Park, 281 Beach Road

Like many Alameda parks this park has a recreation center, playing fields and a defined tot lot. It is located on the fast growing Bay Farm Island.

Leydecker Park, 3225 Mecartney Road

Alameda's newest park; it is also located on Bay Farm Island. It has a tot lot for little ones.

Lincoln Park, High Street and Fernside Boulevard

Set among groves of beautiful trees, Lincoln Park has among its many attractions: baseball diamonds, open playing fields, tennis courts, a tot lot, picnic facilities and a recreation center.

While out enjoying these parks, watch out for POISON OAK! Don't touch it. Recognize it by its triple leaf pattern with prominent veins and shiny leaf surfaces. (Teach your children the old rhyme "Leaves of three; Let it be.") Wear long pants, long sleeves, to avoid contact. If contact is made, wash immediately with water and mild soap to remove as much of the irritating substance as possible. (See *First Aid* for more information.)

Robert Crown Memorial Beach (EBRPD), Central Avenue at the end of McKay Avenue

The beach runs for 2-1/2 miles along the Bay. There are picnic tables, changing rooms, barbeque pits and food concessions. You can wade, swim (no life guard on duty, however), sunbathe, fish, hike, jog or just watch the birds. Getting there is half the fun; the City of Alameda provides wonderful Victorian houses to inspire you. The *Crab Cove Visitor Center*, 620 McKay, is also part of Crown Beach. This Center is a museum that specializes in birds, fish and other creatures that inhabit the San Francisco Bay and its shores. There are models as well as living specimens (including sharks!). Naturalists and aides are on hand to show films, present programs, lead walks and answer questions. Group tours are available by calling 521-6887.

Washington Park, Central Avenue and 8th Street

Right next to Crown Beach is Washington Park. Large trees and open green space with baseball diamonds, a locomotive engine to climb on, picnic areas, tot lot, and even adult swings make this park a pleasant place to spend the day. The lower end of the park has the new Alameda Tennis Center with courts a plenty for Alameda's many tennis enthusiasts.

Albany Parks

Albany Recreation and Park Department
644-8510

Memorial Park, Portland and Ramona Avenue

This park has lots of equipment: two slides, many swings, bouncing animal characters, seesaw, monkey bars, a hand-push merry-go-round, a sandbox which is semi-enclosed, and lawn and picnic area with trees.

Terrace Park, Terrace and Tevlin Streets

This is a small neighborhood park but it has everything you need—ball field, climbing structure with swings, and picnic area with barbecue.

Berkeley Parks

Berkeley Park and Recreation Department
644-6530

Aquatic Park, Foot of Bancroft Way

This city lake has sailing, rowing, motorboats and skiers, many varieties of birds, jog and bike paths, picnic and barbecue area, lawn area, play structure. Sailing lessons and ski exhibitions often happening on weekends.

Berkeley Marina, Foot of University Avenue
843-8195

Berkeley Pier—The pier is open daily; no permit for fishing is required. It extends 3,000 feet in the Bay and there is always plenty to see: fisher women and men, dogs, boats and beautiful sunsets.

Shorebird Park—This park has a small beach which is great for wading, hunting for crabs in the rocks or watching the wild ducks, pelicans and gulls fish. You can also watch people wind

surf and launch other small crafts. The picnic area has barbecue stands.

Adventure Playground—This is an unstructured area with lots of creative play activities using donated scrap materials. Children can build, climb or explore. Recreation leaders with hand tools are available to help you at certain times. School and child care groups can reserve time here during the school year.

Horseshoe Park—Don't bring your horse however. This is a small green space west of the Marina that is good for on-the-grass picnics but it doesn't have the space or facilities for horseshoe tossing.

Cedar/Rose Park, Between Cedar and Rose below Sacramento Street

This is a neighborhood park within walking distance of the North Berkeley BART station. It has a large lawn area, play equipment, fenced tot lot, and a picnic area with barbecue stands.

Charlie Door Tot Lot, Acton Street and Allston Way

This tot lot has a large wooden structure with swings and two slides at the front of the park. In the back there is a smaller wooden structure with swings and slides for younger children. It also has a big sandbox and a good picnic area with tables and fireplaces.

Cordornices Park, Euclid Avenue and Bay View Place

A wonderful concrete slide goes down the slope of a brush and tree-covered hill. The park also has swings, ordinary slides, hand-push merry-go-round, and two seesaws. There is a creek that takes its name form the abundant valley quail (Codornices!) of the days of the Peraltas. It is great for exploring, but little children should be supervised. A basketball court and athletic field are located next to the equipment, and there is a grassy hillside with a picnic area. Look for the tunnel which crosses under Euclid Avenue to the Berkeley Rose Garden and tennis courts.

Grove Street Park and Recreation Center, Grove Street between Russell and Oregon

This park has a large lawn area, basketball courts, tennis courts, barbecue and picnic area, tot lot and recreation center.

John Hinkel Park, San Diego Road and Southampton Avenue

This is a beautiful park covered with trees; it is quiet and secluded, but a little dark. There are swings, a jungle gym, and a small slide, but the most exciting things to do are exploring the creek, paths, and maybe performing your own play in the amphitheater. There is a clubhouse with scheduled activities posted and a picnic area.

Indian Rock Park, Indian Rock Road off Arlington Avenue

Indian Rock is really an Indian Rock. One part is a grassy space and the other two are mostly rocks. The rocky areas are for climbing, and children should be good walkers for the steep paths. Across the street is Mortar Rock Park—a good place to acquaint children with Indian culture since there are mortar holes in the rocks where native Californians ground acorns. This park has no equipment.

James Kenney Park and Recreation Center, Eighth and Delaware Streets

Kenney has a small area entirely fenced for little children, and a play space for older children. The rest of the park has a baseball diamond, basketball and tennis courts, and some grass with picnic tables.

King School Park, Hopkins at Colusa

A fenced-in totlot, concrete slide and picnic/barbecue area are located between a beautiful running track and public pool (family swifn hours are restricted). Everyone can get some exercise at this park!

La Loma Park, 1339 La Loma Avenue

Located in the Berkeley Hills, this park is difficult to get to unless you live nearby or have a car.

But, it provides a beautiful view of the Bay. There are three levels. On the first there is an athletic field and rest rooms. The middle level has a fun wooden climbing structure set in sand, which has both swings and a slide. The upper level is just for little children. It is fenced and has sand, swings and wooden climbing structures. Just above this enclosure there is a barbecue area.

Live Oak Park and Recreation Center, Shattuck Avenue and Berryman Street

One part of this lovely park is a grassy picnic area with trees, a creek and places to barbecue. The Rotary Art and Garden Center usually has an art exhibit. The other part of the park has a recreation building and a small enclosed area, all sand, with bucket swings and climbing structures. On the other side of the fence there are basketball, volleyball and tennis courts.

Ohlone Park (formerly Hearst Strip), Hearst Street between Milvia and Sacramento

This park rambles six blocks, connected by lawn areas. It has basketball, softball and volleyball areas, two tot lots, play equipment area, picnic and barbecue areas and a community garden.

Roosevelt Tot Lot, Roosevelt Street near Dwight Way

This is a small neighborhood park with big trees, benches, tables and a barbecue stand. There is a large wooden climbing structure, tire toy and tire swing, slide, pipe tunnel, bucket swings and a large sandbox.

San Pablo Park and Recreation Center, Oregon and Park Streets

Totland, Virginia and McGee Streets

Totland is probably the most well used park in Berkeley for little children. Its area is small and entirely fenced, with one portion sand and the rest grass. There are bucket swings and sling swings, a slide, monkey bars and a pipe tunnel. There are always playmates, even in the rain.

Charles Lee Tilden Regional Park (EBRPD), (Berkeley Hills)

There is so much to see and do in Tilden Park that you couldn't do it all in one day. Here are some highlights:

Lake Anza—There is a turfed field for good running, fishing is allowed and, of course, you can swim.

Botanic Garden of Native California Plants—This is a really nice place to walk after a rain when the streams are full and the waterfalls are exciting. Small children should be supervised because some paths are steep.

Miniature Airplane Field—You can fly your own plane; watch others flying theirs or jog around the outside of the field.

Merry-Go-Round—Lose your inhibitions and your cares on a well preserved and much loved Berkeley landmark. We've almost lost the Merry-go-round on many occasions but its fans keep it going around.

Pony Rides and the Little Train—These two attractions are miles apart in the park but both draw kids like magnets. You haven't lived until you've seen a child's face the first time "in the saddle" or until you've heard that lonesome whistle blow!

Tilden Nature Area (A world in itself)—Tilden Nature Area is located at the north end of Tilden Park. The Environmental Education Center is located here. You can find "hands-on" displays explaining ecological principles and identifying local plants and animals.

Weekend programs are open to the public and are generally aimed at family groups. Puppet shows, snake talks, insect displays and talks are also provided most weekends—call 525-2233 for details.

Right next to the Environmental Education center is the Tilden Little Farm. A wide range of farm animals is maintained here for the public to see. You are welcome to bring vegetables to make friends with a donkey or a

cow. The Jewel Lake Nature trail begins near the Farm and the E.E.C. This is a self-guiding nature trail that takes you through a variety of biotic communities on your way to Jewel Lake where you can see our local population of turtles and ducks. Borrow the self-guiding booklet at the desk in the E.E.C. (Portions of this trail are wheelchair accessible.)

Naturalist programs are available for groups by reservation on weekdays. (These are free of charge to groups from Alameda and Contra Costa counties.) There is also a collection of portable displays that are available for loan to schools or other organized groups.

Oakland Parks

Oakland Park and Recreation Department 273-3091

Brookfield Park Community Center, 525 Jones Avenue

This park has lots to offer. There are grassy areas, picnic grounds, playground and separate tot lot, and ball fields. The Recreation Center has a variety of classes and activities year round for all ages.

DeFremery Park and Community Center, 1651 Adeline Street

This is one of Oakland's older parks and has beautiful big trees for climbing and sitting under. The recreation building has on-going games and classes for all ages and plenty of open space for picnicking and visiting friends. The swimming pool located here may be reopened in the future.

Dimond Park, 3860 Hanley Road

Tucked away above busy MacArthur Boulevard, this is one of the nicest small parks in Oakland. Dimond has lots of picnic tables and play areas, plus tennis courts, a swimming pool, gurgling creek and lots of open green space. The shady tot area with sand box and climbing structures is perfect for a blanket picnic. It's usually only crowded on holiday weekends.

F.M. Smith Park, 1969 Park Boulevard

Tucked away off busy Park Boulevard is a small park with an enclosed play area. It boasts a real stage coach and tiny false front town to explore—good for those little cowpoke imaginations. A recreation center is also located within the park.

Holly Mini Park, 98th Avenue and Holly Streets

This is a good park to visit with little children—it has a specially designed and fenced tot playground.

Joaquin Miller Park, Top of Dimond Avenue above MacArthur Boulevard

This hilly park is noted for its Woodminister Amphitheater and is a beautiful setting for the summer season of plays. Call 531-9597 for ticket and schedule information. Or visit it and create your own fantasy "productions". The park also has woods and meadows, an archery range, day camp and picnic areas.

Knowland Park, 98th Avenue and Mountain Boulevard

You can walk into Knowland Park for free but there is a charge to enter in your car. There are lots of picnic areas and green spaces in this State Park and it is also home to the Oakland Zoo and Baby Zoo. There is a small amusement park located next to the Zoo with miniature rides, a train and an aerial tram.

Lakeside Park, Surrounding Lake Merritt

Oakland's largest lake is surrounded by beautiful lawns and gardens, a bowling green (little kids like to watch the lawnbowlers), a putting green, picnic areas, concessions and a bandstand for Sunday afternoon concerts. There is a natural science center where park naturalists talk about the birds and vegetation of the area and nature movies are shown. Call 273-3739 for nature center events. The water fowl refuge (next to the science center) is the home of ducks and geese and a stop off place for many wild

birds (take your stale bread). There's a playground, and if you are lucky you can catch a boat race on the lake. Canoes, paddleboats and rowboats can be rented. Excursion boats tour the lake in the summer and the stern-wheeler can be rented for Christmas caroling on the lake in the winter. Call the Sailboat House for more information, 444-3807.

Lake Merritt is also home to Children's Fairyland. Many Mother Goose rhymes and favorite children's stories are seen in colorful sets. You can feed the seals and ducks, visit Alice's Wonderland or the Crooked Man's crooked house. During the summer you can meet storybook characters "in person" like Little Bo Peep or Pinocchio. There is a climbing structure in the shape of a pirate ship and a giant dragon slide (smaller slides are available for smaller children). The puppet shows here have been delighting children for years. Call, 452-2259, for more Fairyland information.

Oakland has a new machine to munch the lake vegetation and hopefully hold back the growth of algae—the only blemish on this lovely park.

McCrea Park, Near Warren Freeway at Carson Street

This park features trout ponds where children can fish (poles and bait are provided) and pay for their catch; charge is based on the number of fish caught. Fish can be cleaned, cooked and eaten at a nearby picnic area.

Montclair Park, 6300 Moraga Avenue

Probably the best Oakland park for little children. There is a Western store front, a duck pond (so don't forget the stale bread), two-story playhouse, a tot area and ballfields. It is well worth an afternoon's outing for playgroups and nursery schools, too.

Mosswood Park, On MacArthur between Broadway and Webster

This is a large, grassy, tree-lined park near Kaiser Hospital. It has an older children's play area with jungle gyms, swings and a wild slide. The rest of the park has picnic tables, barbecue grills, benches, playing fields, basketball courts and horseshoe courts.

Redwood Regional Park (EBRPD), Entrances off Skyline Blvd.

A great park big enough for everybody.

San Antonio Park, 1701 E. 19th Street

This park has lovely rolling fields of grass with ballfields, basketball and tennis courts. For the little ones, there is a good playground and a recreation center with all kinds of activities. Take food for the picnic and barbecue spots.

Temescal Regional Recreation Area (EBRPD), Broadway Terrace exit off the Warren Freeway

This park has a large lake with sandy shores for swimming, fishing, duck feeding and

This park has a large lake with sandy shores for swimming, fishing, duck feeding and a nice toddler/pre-school playground. It also has jogging and hiking trails. Fee for swimming.

Verdese Carter Park and Community Center, 96th Avenue and Sunnyside

This park has grassy lawn and picnic area and a playground with tot lot for little children. The recreation center has classes and activities for different ages.

Piedmont Parks

Piedmont Recreation and Park Department

273-2012

Dracena Park, Corner of Dracena and Ricardo Avenues

Dracena has a large wooden play structure that is popular with children, large and small. It also has swings, slides and plenty of open space.

Piedmont Park, 711 Highland Avenue

Piedmont's largest park is located next to City Hall. It has tennis courts, play equipment and a defined tot lot area and provides Piedmont with a lovely green center of town.

■ *South County*

Castro Valley Area Parks

Don Castro Regional Recreation Area (EBRPD), North end of Woodroe Avenue

At this park you can swim in a lagoon with a sandy beach, fish and hike or bicycle on the trails. There are grassy areas with picnic facilities for groups or individuals.

Cull Canyon Regional Recreation Area (EBRPD), Crow Canyon exit of 580

Here you can play on a sandy beach, swim in a lagoon, fish, picnic or hike the many trails. There is a fee for swimming, but the other pleasures are free.

Fremont Parks

Fremont Recreation and Leisure Services 791-4320

Arden Wood Park, Corner Newark and Jarvis Boulevards

Arden Park is a new 200 acre park on the site of the old Patterson Estate which has been recently opened to the public.

Central Park, Paseo Padre Parkway at Sailway Drive

This is one of the best parks in the entire East Bay. The Fremont BART line ends just two blocks away so it is easily accessible, too. At the park you'll find 65 acre Lake Elizabeth, boating facilities, swimming lagoon with sandy beaches, a giant and wonderful play structure, smaller play structures, athletic fields, picnic areas and open grasslands. The swimming lagoon is open for the season in early May. There is also a paved jogging and bicycling trail, tennis courts and a nature center with naturalist program.

Coyote Hills (EBRPD), End of Patterson Ranch Road (off Newark Boulevard)

This park is a surprise piece of land in the midst of urban sprawl. It consists of hills and marshland on the Bay overlooking the Salt Flats of Southern Alameda County. Special features are bike trails, Indian Shell mounds (the remains of Bay Area Indian meals!) and lots of wind (bundle up). The views are magnificent. Bring a lunch because the hill trails are difficult enough to work up a good appetite. In addition to striking out on your own there, the Park naturalists conduct a variety of programs, usually on weekends. For a schedule or for more information, call 471-4967.

Higurra Adobe Historical Park, 47300 Rancho Higurra

A newly restored two-story Adobe is the attraction in this park. Tours are available and it has picnic facilities.

Shinn Historical Park, 1251 Peralta Boulevard

This park boasts a beautifully restored Victorian ranch house that you can tour or even get married in! It also has an arboretum and a botanical garden with many rare trees and shrubs from around the globe.

Vallejo Adobe Historical Park, 36501 Niles Boulevard

Another restored adobe is located in this community park, situated on the outskirts of town. There is plenty of room to relax, picnic and watch the grazing horses on the nearby hills.

Warm Springs Park, 47300 Fernald Street

And it really has warm springs. The park was once part of the original Leland Stanford homestead.

Hayward Parks

Hayward Area Park and Recreation Department 881-6700

Garin and Dry Creek Pioneer Regional Parks (EBRPD), End of Garin Avenue (above Mission Boulevard)

Garin Park has over 1000 acres of trails, picnic areas and spectacular vistas of the South Bay

area. It also has a recreation center, playfields and Jordan Pond to fish in.

Also off Garin Avenue is the Dry Creek Pioneer Regional Park. It has a nature study area, hiking and horse trails and picnic areas.

Hayward Regional Shoreline, Foot of West Winton Avenue

This is a marshy lagoon area with thousands of birds and a variety of plant and animal life. Come and join a naturalist for a birdwatching walk or stroll around on your own. Bring rubber boots if the weather has been wet. Sometimes it can be quite muddy.

Japanese Gardens, 22372 North 3rd Street

The newly planted formal garden is in full bloom in early May. There is a Senior Center with programs and activities. It also has a Little Theater with children's and adult performances.

Kennedy Park Recreation Area, 19501 Hesperian Boulevard

This park has many attractions, including an animal petting zoo, merry-go-round and train rides. There is a barnyard of domestic animals. Bring a lunch or barbecue to the picnic area, because it is easy to stay all day. There is plenty of play equipment, tennis courts and horseshoe courts.

Meek Park, Boston and Hampton Roads, San Lorenzo

This park is really the grounds around an old Victorian estate. Visitors who wish to see the Meek House should call Hayward Parks and Recreation for information and an appointment. It has play apparatus, picnic area, playing field and barbecue pits.

Memorial Park, 24176 Mission Boulevard

In addition to the Hayward Plunge for swimming, there is a little trail which leads up to Sulfur Creek Canyon. Here you can find a country setting right in the midst of the city.

San Felipe Park, 2053 "D" Street

This is a lovely open park perched on the top of a hill. Young ones find lots of space to stretch their legs and those of us with less energy can just enjoy the view.

Weekes Park, 17182 Patrick Avenue

This park offers a wide variety of adventures for young children. There is a pond where you can fish, a climbing structure and swings, as well as a branch of the Hayward Library for browsing.

Livermore-Pleasanton Area Parks

Livermore Recreation and Park Department
447-7300

Pleasanton Recreation Department
846-3202

Del Valle Regional Park (EBRPD), End of Del Valle Road (off Mines Road)

This sprawling park has 3400 acres in all with a 750 acre lake. Here you can fish, swim, rent a boat, hike, camp or lie on the sandy beaches. Lifeguards are on duty during the summer. There is also a visitors center with nature programs. Group campers are welcome by reservation.

May Nissen Park and Swim Center, 685 Rincon Avenue, Livermore

This park has picnic and barbecue areas, playfields, play equipment areas, lighted tennis courts and two pools.

Samuel Bothwell Sr. Community Center, 2450 8th Street, Livermore

This park has a community center with classes and activities for all ages, from the tot lot to the Senior Center. There is also a ball field and lighted tennis courts.

Shadow Cliffs Regional Recreation Area (EBRPD), Enter off Stanley Boulevard

This park has swimming, fishing, boat rentals,

water slide and picnic areas. There are hiking trails with views of the 90 acre lake.

Sunol Regional Wilderness (EBRPD), End of Geary Road (off Calaveras Road)

This 3,479 acre park was once a cattle ranch. Now you can picnic and play and watch the cattle still grazing on the hills. This is a wilderness area so no collecting is allowed, but you can splash in the Alameda Creek, the county's largest stream. Nature programs are offered as well as guided hikes. Family camping is available (first come, first served basis) as well as youth group camping by reservation only.

Newark Parks

Newark Recreation Division
793-1406, ext. 264

Newark Community Park, 35501 Cedar Blvd.

This is a very good park for children. During the summer there is a fenced-in wading pool complete with waterfall which is usually supervised by park personnel. The park is divided into two separate areas—one for the little ones with slides, bouncing animals, and a dragon to climb on; the other area is equipped with climbing structures and a playing area for older children.

San Leandro Parks

San Leandro Recreation Department
577-3462

Anthony Chabot Regional Park (EBRPD), Entrances at Skyline Blvd & Grass Valley Road or off Redwood Road

Lake Chabot is the biggest attraction in this park. It has fishing (regularly stocked with trout), boat rentals, a very nice picnic area and a playground. The park also has camping (Las Cumbres Family Camp), hiking, bike and jogging trails, an archery range, horse rentals, motorcycle hills and a golf course.

Marina Park, Neptune and Fairway Drives

This park is located at the San Leandro Marina. It has an area to picnic with BBQ stands, a par course and a wonderful play area complete with a wooden village, stage coach, train, and water tower to climb on. You can fish off the nearby pier.

San Leandro Bay Regional Shoreline (EBRPD), Off Doolittle Drive

There is a 6 mile Bayside trail, fishing docks, free boat launch, bird observation tower, grassy area, sandy beach (no lifeguards, however) and a place to picnic. Plan to spend the day.

Union City Parks

Union City Leisure Services
471-3232, ext. 329

Charles F. Kennedy Community Park, 1333 Decoto Road

This is a lovely park with rolling hills, open spaces, a tiny tot play area and plenty of modern play equipment.

William Cann Civic Center Park, 34009 Alvarado-Niles Road

This park is located adjacent to Union City's Civic Center and features a scenic lagoon. It has play equipment, picnic areas and a par course for after the picnic.

Camping

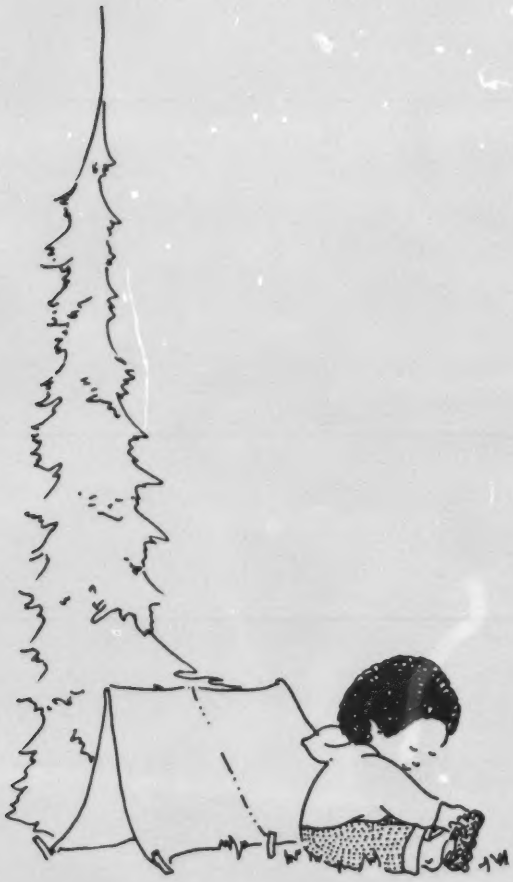
Rediscover NIGHT in the East Bay Regional Park District Campgrounds. Campgrounds are close enough to encourage a last-minute camping trip and offer your kids the challenge of cooking over a fire, sleeping on bumpy ground, and breathing the fresh air.

These are open without reservations but it can't hurt to call ahead:

Las Cumbres Campground, Anthony Chabot Regional Park, in the hills above East

Oakland and San Leandro.
881-1833

Las Cumbres is open all year. A simple campground; it has 70 sites arranged in clusters throughout a eucalyptus forest on ridges above Lake Chabot with flush toilets and hot showers. The sites are pleasant, slightly shaded by trees, airy, and relatively free of mosquitos and flies. From here you can take a hike down to Lake Chabot (1-1/2 hours round trip) for fishing and bird-and-frog watching.



Del Valle Campground, In Del Valle Regional Park, near Livermore
443-4110

Del Valle is a huge 13,500-acre Regional Park, with a 5-mile-long lake, 17-mile shoreline. It is located in the hills above Livermore, and has swimming, camping, trout fishing and hiking. You can swim, rent a boat or bring your own. It has 50 sites, within walking distance of lake with a hospitable environment, good climbing trees, 2 loop roads for bikes, trikes, etc. Arroyo Del Valle flows wide till mid-summer. There is a big pool for bigger kids—several natural pools for all sizes.

Sunol Campground, In Sunol Regional Park
862-2244

Sunol has a dozen official campsites, consisting of picnic table, barbecue pit, and tent pads clustered in oak-bay forest on the banks of Alameda Creek. The creek swells to 30 or 40 feet wide and waist-deep in springtime.

East Bay Regional Parks also have camp grounds available with advance reservation for groups. Call 531-9300 for more information.

Fishing

First there are some rules: Children under 16 do not need a license or permit in any public fishing area. Those of us over 16 can fish free in some places (city ports and piers), but we need state licenses and sometimes Regional Park permits to dip our hooks in other spots. You can buy a state license at most bait and tackle stores and park permits are on sale at the parks.

Where Anyone Can Fish Without A License or Permit

- Berkeley Marina, end of University Avenue.
- Emeryville Pier, follow Powell Street to the very end.
- Port View Park, end of 7th Street, Oakland.

- Middle Harbor Park, end of Ferro Street, Oakland.
- Estuary Park, off Embarcadero at Oakland Inner Harbor.
- Fruitvale Bridge Pier, end of Fruitvale Avenue, Oakland.
- Bay Park Refuge, off the end of Edgewater Drive, Oakland.
- San Leandro Marina, at foot of Marina Blvd.
- Point Pinole, off Atlas Road, San Pablo Bay.

Where You Need a State License but not a Regional Park Permit

- Ballena Bay, end of Ballena Boulevard, Alameda.
- Shoreline Strip, behind Encinal High School, Alameda.
- Delle Valle Regional Park, end of Del Valle Road, near Livermore.
- San Leandro Bay Regional Shoreline, off Doolittle Drive, San Leandro.
- Emeryville Shoreline, off Powell Street past Frontage Road.
- Robert W. Crown Memorial State Beach, Alameda.
- George Miller Jr. Regional Shoreline, Point Richmond.
- Point Isabel Regional Shoreline, foot of Central Avenue, Richmond.

Where You Need Both a State License and a Regional Park Permit

- Lake Chabot, Anthony Chabot Regional Park, above Oakland-San Leandro.
- Don Castro Regional Recreation Area, end of Woodroe Ave, near Castro Valley.
- Shadow Cliffs Lake, Shadow Cliffs Regional Recreation Area, near Livermore.
- Jordon Pond, Garin Regional Park, on Garin Avenue, Hayward.
- Lake Temescal, Temescal Regional Recreation Area, on Broadway Terrace, Oakland.
- Lake Anza, Tilden Regional Recreation Area, Berkeley Hills.

• Shinn Pond, Alameda Creek Quarries Regional Recreation Area, above Fremont.

• Cull Canyon Regional Recreation Area, Crow Canyon exit of 580, Castro Valley.

Nature Activities

Here are some suggestions of things to do while you are out exploring our parks and shorelines and things to make with the treasures you find there.

Imitating the Things You See

If birds are seen, watch their movements carefully. How do they fly? Land? Move on the ground? Do they run, walk, or hop? Pretend you are birds—or look at the different shapes of different trees as you view them at a distance. Imitate the different trees you see.

Barefoot Texture Walk

Choose an area which is free of broken glass or other dangerous materials. Remove your shoes. Explore as many surfaces as possible in your chosen area: grass, sand, cement, mud, wood, asphalt, water. Help the children describe what they feel, first with their eyes open, then closed. Which surfaces are roughest and smoothest, which ones warmest, etc. . . ?

Outdoor I Spy

Here's how to play this nature guessing game. Someone is "it" and looks for a natural object (not people made). Everyone asks "it" questions that can be answered "yes" or "no". The first one to guess the object is "it".

Take a Walk With Eyes Closed

(and a partner as a guide!) What do you hear? Smell? Feel?

A Let-It-Alone Hunt

A new variation of the old scavenger hunt game. An adult should draw up a list of things to hunt for beforehand. Then outside the children search for the things as the adult reads them from the list (e.g., something smelly or an insect or a plant).

Sharing

On your next nature walk, give everyone a small lunch bag to collect treasures like feathers, leaves, grasses, wildflowers, rocks. . .then you are ready to rest, sit in a circle and share your finds.

Cleaning

Take big grocery bags and clean up your park as you go along. Collect all those beer cans, cigarette butts and bottlecaps. These, too, could be shared and then thrown away in the *appropriate* receptacle.

Shadows

If you're in the mood for watching rather than walking, bring a ball of yarn and a watch. Outline a shadow (from a fence post, large rock, etc.) with the yarn and then sit around and wait, checking the position of the shadow from time to time.

Changes

If you have a favorite family place to visit, try to make a point of visiting it at different times of the year. Even the East Bay has seasons—subtle though they are! You could take Instamatic photos of the same sights and compare them or write a journal together of how things change.

Go Tracking

You can see evidence that a bird or animal has been there—in the mud, by holes in the ground, by markings on tree trunks, by the remains of eaten food (not to mention by the "droppings") When you're tracking be careful to walk alongside the evidence so you can go back and take another look. Track *into* the sun; the shadows falling into the tracks make them stand out clearly. When you're tracking ask:

• Are the tracks deep or shallow: What does this mean about the weight of the animal?

• Which direction was the animal moving?

• How far apart are the tracks? If they're far apart, was the animal going slow or fast? (Try it yourself to figure it out).

• Are the tracks parallel? Then it's probably an animal that lives in a tree. Are the tracks in a diagonal pattern? Then it's probably a ground animal.

Heartbeats & Trees?

Invest in a stethoscope because children of all ages like to verify their existence in this way. They can also use it on pets, parents, and pals, and on hearts, stomachs, & chests. And, in the Spring, find a thick deciduous tree with thin bark. Place your stethoscope firmly against it until you hear the crackling and gurgling of the sap.

The Inch Hike

Get down on hands and knees with your child to explore what may look like an ordinary lawn but is really a jungle wonderland. By doing this, you can become 1" wanderers who can discover incredible bug and beetle creatures, special seeds and sprouts, and tiny plants of different shapes and sizes in your grass forest. This experience can help make you aware of the infinite diversity of life surrounding us.

Extend the Inch Hike

Mark off a piece of ground either in a natural area like a forest or meadow or an area in your yard or a vacant lot. Take a piece of rope or string and mark off an area 3' on a side (you can make it bigger or smaller). List all the plants and animals inside the area and count them to find out about the population of your area. Think about how each plant and animal is related to each other one and draw a picture of who uses whom for shelter and who eats whom. Keep a notebook about your little square. How does it change from one week to the next, one season to the next, one year to the next?

Collectors Be Careful

Go to an open area—park or yard—and clip samples of trees and shrubs. Put them all in a bag and then try to match up each one with its owner. You must look hard at the shape of the leaf, its edges, its stem, its veins, its color, and its smell to find out where it belongs. Use your findings to make transparencies.

A Bird Feeder

Take an empty toilet paper roll, cover with a peanut butter and cornstarch mixture, then roll in bird seed, rolled oats, raisins, cornmeal or bread crumbs. Hang in tree. OR make a pine cone feeder by stuffing peanut butter and tiny bits of suet (fat trimmed from meat) into the cone and hang it by a string from a tree. Then watch the birds!

Burlap Nature Hanging

On a walk collect twigs, eucalyptus leaves and pods, etc. Attach a piece of burlap about 7" wide and 14" long to a heavy stick with thumb tacks. Pull out about 12 rows of threads to weave in the twigs. Glue on dried pods. Leave a space and pull out more rows and weave in some leaves. Vary the pattern as much as you like. Attach a piece of heavy yarn to the stick for hanging.

Want to Know More? Want to Do More

Now that you have some idea about what's out there to hike, fish, jog and explore in, here are a few organizations and books to help you get the most out of our great out-of-doors.

Audubon Nature Training Society, Cameron-Stanford House, 1418 Lakeside Drive, Oakland 94612
834-6666

A.N.T.S. trains volunteers to help children discover nature and to make them aware of our environment.

C.A.M.P.S., Inc., 1744 University Avenue, Berkeley 94703
549-2396

This organization sponsors summer camping, family camps, youth camps, music and art camps through the City of Berkeley camps program.

Cooperative Camps For Children, P.O. Box 9328, Berkeley, 94709

This organization sponsors camps and events. It seeks to create a socially active and politically aware experience for children.

California Native Plant Society, 2380 Ellsworth, Berkeley 94704
841-5575

This organization has a newsletter, educational programs, field trip information and offers advice on growing native plants.

East Bay Regional Park District, 11500 Skyline Blvd., Oakland 94619
531-9300

This is the organization that runs our wonderful regional park system. They have several publications worth having:

1. "Nature of Your Legacy"—A description of all their parks and services.

2. "East Bay Log"—A monthly newsletter with a calendar of events for the nature programs and tours at Tilden Environmental Center, Lake Chabot, Coyote Hills, Del Valle, Black Diamond Mines and Crab Cove, as well as other regional park events.

3. Park Brochures—There is a mini-brochure available for each and every regional park complete with a map of how to get there.

4. Illustrated low cost directory.

East Bay Municipal Utilities District. Box 24055, Oakland 94623
835-3000

You can get a free detailed map of reservoir and back country trails in the East Bay Hills.

Friends of Berkeley Parks, P.O. Box 5594, Berkeley 94705

Friends of Oakland Parks and Recreation, 520 Lakeside Drive, Oakland 94612
273-3090

These two organizations are both recently formed and dedicated to preserving the parks and recreational programs in their respective cities. They raise funds, recruit volunteers and, of course need more people who love parks to join them.

National Park Service, 450 Golden Gate Avenue, San Francisco 94102
556-4122

You can get a brochure of any California National Park by writing the National Park Service.

National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036

The publisher of "Ranger Rick's Magazine" for children and "National Wildlife" Magazine for grownups. They have a number of educational programs, free booklets and information on conservation tours. It is a membership organization whose dues underwrite the Federation's many activities on behalf of our country's wildlife.

Rotary National Science Center, 1520 Lakeside Drive (Office), Oakland 94612
273-3739

This Oakland park and recreation facility has a monthly publication called "The Naturalist Program" which keeps you up on the comings and goings of the wild birds at Lake Merritt as well as the nature programs at the center. Call or write to get on the mailing list. The center itself is located at the foot of Perkins Street right on the Lake.

State of California Distribution Center, Department of Parks and Recreation, 1416 Ninth Street, Sacramento 95814
(916) 445-6477

If you want to make advance reservations for a State Park (and you'd better), you can write here for a reservation form or call your local Ticketron office.

US Forest Service California Regional Headquarters, 630 Sansome Street, San Francisco 94111
556-0122

You can write or call for maps of the National Forests located in California.

Books on Nature and Recreation

California Tree Finder by Tom Watts. Berkeley: Nature Study Guild, 1963.

Camping Around California by Jim Crain and Terry Milne. Berkeley: Random House/Bookworks, 1975.

The East Bay Out by Malcolm Margolin. Berkeley: Heyday Books, 1974.

Introducing Your Kids to the Outdoors by Joan Dorsey. Boston: Stone Wall Press, Inc., 1978.

Nature Activities for Early Childhood by Janet Nickelsburg. Menlo Park: Addison-Wesley Publishing Company, 1976.

Nature Crafts & Projects by Beverly Frazier. San Francisco: Troubador Press, 1979.

Sharing Nature with Children: A Parents' and Teachers' Nature Awareness Guidbook by Joseph Bharat Cornell. Nevada City, California: Ananda Publications, 1979.

Sights and Sounds of the Seasons by Elizabeth Terwilliger. Tiburon: Terwilliger Education Foundation, 1976.

Starting Small in the Wilderness: The Sierra Club Outdoor Guide for Families by Marlyn Doan. San Francisco: Sierra Club Books, 1979.

The Ultimate Bay Book: The Discovery and Delights of San Francisco Bay by Terry Milne. San Francisco: California Living, 1979.

Trips

There is a wealth of places to go and things to see in the Bay Area. So many, in fact, that we haven't even tried to be all-inclusive in our selections. We've picked out some with historical interest, others because they are old favorites and thrown in a few "theme" trips for good measure. Rely on this section when you have enough time and the inclination. Be sure to call ahead for hours, admission fees and other particulars.

This section begins at the beginning with some suggestions for games to play in the car while you are on the way (Is getting there half the fun?). Use and enjoy!

Car Games

This popular subject is addressed periodically (usually during the summer) by newspapers and magazines. Sometimes these articles may make us as parents feel a bit inadequate if we are not totally prepared—for every child's every whim, for a trip filled with activity. Relax, the point of travelling is to have a change, see what there is to see, be close to each other. The same can be said for short car trips—to and from child care or school—these are transition times which can be silent and thoughtful or sometimes itchy and anxious.

Having some favorite activities, songs or questions at your fingertips (but, don't take your hands off the wheel!) can turn "lost time" into "found time." Clip those car activities articles that appear every year and store them with a favorite song book in the glove compartment. But, CAUTION: save activities for when you really need them. If everyone's in a quiet or happy mood—remember, silence is golden.

Some Old Favorites

"Amy went to Alaska and bought some apples" . . .Next player: "Bob went to Boston and bought some bubblegum." And, so on.

Choices—First person: "Once upon a time there was a". . .Second person: "turkey who had no feathers and felt very". . .Third person: "bare and so went to town to buy himself a". . .

Double Words—First player: "Camp out". . . Second player must use the last word: "Out loud" . . .Next: "Loud mouth". . .

The -est Game—"What was the funniest thing that ever happened or could happen?" "What was the worst. . .best. . .ugliest. . .etc.?"

Ethics—Pose an ethical dilemma. . ."What would you do if you caught your best friend stealing?" Try not to impose your own solution as the only way; your children might come up with a better one!

Hangman—Great for children learning to spell and who don't get carsick from looking down.

I Spy with my Little Eye—Describe something you can see in/or from the car. For younger children the description could be by the item's color or use. For older children it could be described as beginning with the letter "blank." Person who guesses correctly gets the next turn.

Choices—A very simple game that even the youngest talker can play and may tell you something about your children. Ask questions with three choices like "If you had your choice, would you choose apple juice, orange juice or grape juice?"

Collective Story—First person: "Once upon a time there was a". . .Second person: "turkey who had no feathers and felt very". . .Third person: "bare and so went to town to buy himself a"...

I Took a Trip—and put "blank" in my suitcase . . . which every player repeats before adding another item.

Maps—Use them on long trips to figure out how far you've gone each day. On any trip, use them for finding the funniest, longest, weirdest names of places.

Neither "Yes" nor "No"—Watch what you say very carefully, every "yes" or "no" is a point against you. One person asks the questions, and when you've fallen into the trap, it's your turn to ask.

Pioneers—"what if you were crossing New Mexico in a covered wagon instead of a car? What would you eat/drink/play? Where would you sleep?"

Scissors, Paper, Stone—Play only if there are enough passengers without the driver!

Simple Identification—by colors, vehicle type, makes of cars, etc. "Let's see how many orange houses we can find."

Singing—Make up songs, if you're energetic, about what is happening at the moment . . . "We are travelling to Miss Whitaker's, Miss Whitaker's, The bus is passing us, is passing us . . ."
For long trips, songs with many verses and with room to build more are a must: any song using the alphabet, Old MacDonald, She'll be Coming Around the Mountain, I've Been Working on the Railroad, The Wheels on the Bus Go, There was a Farmer Had a Dog and Bingo was his Name, There's a Hole in the Bucket . . .
(We suppose we should advise against "99 Bottles of Beer on the Wall" but, if you're really desperate and you've brought a set of earplugs. . .)

State License Plates—Collecting States on long trips; adding up the numbers to see who has the highest score (for schoolage children), deciphering jumbled or made-up words from the letters, poker hands (with the really savvy!).

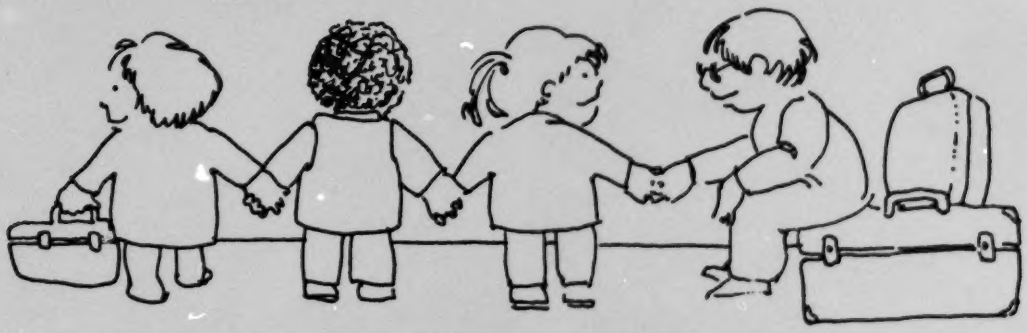
Taboo—Declare a letter taboo; from then on no words may be pronounced with that letter . . . until someone makes a mistake, then declare another letter taboo!

Tape Recorders—Bring one, if you have one; bring child-type tapes as well as your own. And, bring some blank ones for people to make their own by singing or interviewing each other, etc.

Telephone (without the driver, please)—Telling a funny sentence to one person, passing it on to the next person, and so on until the last person says it out loud . . . and usually rather differently from the original message.

Tongue Twisters—Collect them, jot them down ahead of time and save them for the time you need them.

Twenty Questions—Is it Animal, Vegetable or Mineral? After that clue, all questions must be answered yes or no until the object is guessed or 20 questions have been asked.



Trip Tips

As for other possible necessities on a trip, it doesn't hurt to have:

- Frequent "pit" stops—to release energy and refresh the driver/s. . . .
- Photos or bright pictures taped to the back of your seats to entertain an infant.
- A kitchen timer to call "time outs" when everyone practices being totally quiet.
- "Phoney" rules ready to be instituted: we must be silent crossing bridges . . .duck your head when you go under a viaduct. . .hold your breath when we pass cemeteries.
- Juices and sugarless snacks—cheese, crackers, fruit, raisins.
- Pre-moistened towels in the glove compartment or a damp sponge in a plastic bag.
- Pads of paper, pipe cleaners, magic slates, scotch tape (this can keep a baby busy for a long time trying to get it off his/her hand!), flexible rubber stretchy dolls or animals, books (though again too much looking down makes some people car-queazy). Have a big garbage bag available but give up the idea of a clean car—"cleaning up the car" can be a good game to play when you arrive at your destination.

A Last Piece of Advice: Always be prepared to stop. "Getting there soon" is not as important as getting there at all. For everyone's peace of mind, try to have the least rigid schedule possible and *enjoy* the "getting there" part of any trip. Many of us remember what must have been claustrophobic trips to our parents as the most enjoyable and close family moments of our youth! Have a good trip!

Looking For Our Past

The past is ever present in our lives—from beautiful 100 year old Victorian houses to restored Indian villages and forts. Museums abound as well and you don't have to travel too far to see how people lived, worked and played here long before our arrival. Here are some trips "into the past" (no time machine needed):

Historical Buildings and Places

Alameda County Heritage Center, 6600 Donlon Way, Dublin
582-2254
This center covers over 4 acres and contains the first school house in the San Ramon Valley, the first church—Old St. Raymond's and a pioneer cemetery. You must call ahead for tour hours but you can picnic on the grounds at anytime.

Alcatraz Island Prison Tour, Red & White Fleet, Pier 41, Fisherman's Wharf, San Francisco
546-2805
Take a one hour guided walk (conducted by the National Park Service) through this famous now deserted prison complex. Everyone must stay with the tour and return afterward to the ferry —no wandering around and no food is available. Very small children might find the steep steps difficult; but, older children are fascinated by stories about "The Rock." The total time of the ferry ride and tour is about two hours and you must have advance reservations.

Anson-Blake House, 70 Rincon Road, Kensington
524-2449
The Blake estate belongs to the University whose highest officials are actually allowed to live there. The grounds are open to the public and good for small groups (4 at the most) of visitors. Bay views, lily ponds, arbors, grottoes, formal gardens, bells (from the nearby Carmelite Monastery) set the tone for an intimate and calm stroll. Then—pack everyone back into the car and drive on up Arlington Ave. to 1120 in El Cerrito to: *Arlington Park*. This is a fine park with activities appropriate for all ages. There is a big grassy area for ball play, a good wooden climbing structure, picnic tables, barbecue pits, tennis courts, large person-made pond with tadpoles, and a climbing hill with a stand of beautiful eucalyptus trees.

Cameron-Stanford House, 1418 Lakeside Drive, Oakland
836-1976
This is a refurbished Italianate Victorian house on the west shore of Lake Merritt. It was built in 1876 by William Cameron and it now serves as a public museum of early Oakland life. Call for information on individual and group tours.

Casa Peralta, 384 West Estudillo Avenue, San Leandro
577-3462
The San Leandro Park and Recreation Department has restored the Casa to its original state (plus electricity!). It houses antique furnishing and art works and tours are available of the Casa and its gardens. This site was part of the original Peralta land grant of 1820.

Castro Point Railway and Museum, Point Molate Fuel Station, Richmond
234-6473
This is a club owned and operated railway museum with standard gauge, steam powered trains. Open only on the weekends, it offers free rides on the first Sunday of each month, 4th of July and Memorial Day. Other weekends, the public is welcome to visit the museum and watch the club members work on the trains.

Cliff House and Musee Mecanique, 1090 Point Lobos Avenue, San Francisco
386-1170
A San Francisco landmark which has burned down and been rebuilt many times, this is still a great sight. It used to be an elegant showplace where many Presidents visited; now it has a restaurant and tourist shops. There is a hand-carved model of the California missions, and

the Musee Mecanique—a large room full of old time coin operated movies, games, music boxes, and other mechanical wonders. You don't have to spend any money. Pack a lunch, see the Seal Rocks covered with barking sea lions, and walk on the beach.

Dunsmuir Estate, 2960 Peralta Oaks Court, Oakland
562-7588

This is a lovely 48 acre estate has a 37 room turn-of-the-century mansion which is open to the public Sunday afternoons from Easter through Labor Day. The house and grounds are being developed as a horticultural park by a non-profit citizens' group and are used for a variety of special events including annual Christmas and Easter fund raising programs.

Fort Point, Presidio, San Francisco
556-1693

This brick seacoast fortress was built during the Civil War. Free guided tours on weekends (weekdays by reservation) will show you the court yards, sleeping quarters, old cannons, the army museum and the now deserted jail. High atop this fort, it's easy to pretend you're one of the stalwart soldiers protecting our Pacific coast. This is a very windy, cold and sometimes bleak trip, even in the summer. So plan an in-car picnic and bundle up.

Going to Niles, Niles Blvd., (Take the Alvarado-Niles off-ramp on Highway 17 and head east.) Fremont

When the street becomes Niles Blvd., you will notice quaint old store fronts and houses that look more authentic than the ones in the movies. That's because they are really authentic and also in the movies! This was the 1910–1915 home of Essanay Studios when movies were made in the real world instead of in studios. The ghost of the most famous movie ever made there and its star is sure to haunt you—"The Tramp" starring Charlie Chaplin.

Mission San Jose de Guadalupe, 4330 Mission Blvd., Fremont
657-1797

The history of California is intertwined with the history of the missions and even a small mission like San Jose played its part. On exhibit you can see artifacts and paintings from 1797 when it was founded to the gold rush days.

Miwok Village, Bear Valley Information Center, Point Reyes National Seashore
663-1093

Fall is the perfect time for a family excursion to "Kule Loklo" (Bear Valley), an authentic Miwok village being constructed at the Point Reyes National Seashore. There National Park Service volunteers are using traditional building techniques (hand building) and local materials (including shells, skins, stones and grasses) to re-create an Indian culture that was truly environmentally sound. Families can journey to the past just by walking through the smokehouse, shelters and dwellings and participate in a variety of activities including building, Indian games, animal and vegetable food processing. The fragrant air, the swooping and pecking of the acorn woodpeckers and the lovely setting provide a perfect place for a picnic. The village site is open to the public seven days a week—but for *groups*, reservations are required.

Also located at Point Reyes is an earthquake trail—just long enough but not too long (even for preschoolers). The walk begins between the Bear Valley Information Center (which has special maps for the trail) and the picnic grounds on the left side of the road. Markers point out continental drift and show the results of fault activity.

Or, plan a trip to one of the many beaches to explore tide pools, hike, eat sandy sandwiches. Remember that the ocean influences the weather, so dress in layers to be prepared for windy, foggy weather or mild sunshine.

Paramount Theatre of the Arts, 2025 Broadway, Oakland
893-2300

This restored art deco masterpiece and national landmark is the home of the Oakland Symphony and Oakland Ballet. Call for a tour reservation.

Visit A Cemetary for Stone Rubbings

Bring tracing paper or rice paper and chalk, pastels or crayons to create a treasure from the beautiful old headstones. There are some exceptional 19th century cemetaries in our area—one in Black Diamond Mine Regional Park in Pittsburg, the Holy Ghost Cemetary on Central Avenue in Fremont, Mission San Jose Cemetary at Mission Blvd. and Washington in Fremont, and the San Lorenzo Cemetary on College in San Lorenzo.

Be prepared for earthy and earthly discussions on what happens to bodies when they are buried; what your own plans are for your tired worn-out old body, and what the different options are for internment such as cremation and burial as well as all the rituals and beliefs surrounding this universal event.

Historical Museums

African-American Historical and Cultural Society, 680 McAllister Street, San Francisco
864-1010

This is a free exhibit hall honoring African and Black Americans. There are displays of clothing, pottery, crafts and historical documents and a library where talks and readings for young people are frequently held.

Alameda Historical Museum, Oak Street and Central Avenue, Alameda High School, Alameda
521-1233

The history of the city of Alameda is told here through pictures and artifacts.

Amador-Livermore Valley Historical Museum, Alameda County Fairgrounds, 4501 Pleasanton Avenue, Pleasanton
462-2766

This museum is devoted to life in the valley in the past century with many artifacts from that time. Here you can see exhibits like a blacksmith's shop, a cooperage (barrel making shop), and a 19th century dentist office—all fully equipped as they would have been seen by our great grandparents. Call for hours or group tours. The fairgrounds, itself, have a miniature golf course, a roller rink and playing fields; so you can make a quick return to the 20th century after your tour.

The Hayward Area Museum, 22701 Main Street, Hayward
581-0223

The Hayward Area Historical Society has brought together many books, pamphlets and memorabilia from the history of Alameda County which are on display in the museum. They also operate the McConaghy House at 18701 Hesperian Blvd. in Hayward. This Victorian house built in 1886 is furnished with articles from the 1880s and 90s. Call the Society for information on touring either site.

Magnes Museum (Jewish Museum of the West), 2911 Russell Street, Berkeley
849-2710

Here you can see artistic, historical and literary artifacts about the history of Jewish people in the West and from their wanderings around the world. It has a large outdoor garden which is good for picnicking and exploring. You do need advance reservations to tour this museum.

John Muir Natural Historic Site, 4202 Alhambra Avenue, Martinez
228-8860

This is the estate that John Muir, one of California's foremost naturalists, settled over 100 years ago. The house is authentically furnished, has an honest-to-goodness attic and a meditation tower. Try to imagine John Muir looking out over the ranches, orchards, and open spaces that are now freeways, developments

and small businesses. Help in capturing the flavor of the times is provided by a documentary film about John Muir's life which is shown each hour on the hour.

Muriel's Doll House Museum, 33 Canyon Lake Drive, Port Costa
787-2820

The museum, across the street form the barber shop, is open any day but Monday (Muriel does her shopping then). This unique place is good for people 2-1/2 to 90. On display are miniature scenes with dolls—one-of-a-kind dolls, historical dolls, dolls made of French bread crumbs, fairytales and miniature dolls, Little Red Riding Hood, and the Little French Lady. . .who breathes! There's a 1900's miniature schoolroom, toy shop for dolls, the "Last Supper" on the head of a pin, and the great favorite the Lady in the Closet (you'll have to go to find out why).

Muriel also has the doll house to end all doll houses—a complete and faithful replica of her childhood home. Please make arrangements for groups in advance. There are no bathroom facilities so plan ahead!

Port Costa was once one of the world's largest grain shipping ports. Now it has a variety of antique stores, small shops and restaurants. You can take a leisurely tour of the town after you visit Muriel's

Oakland Museum, 1000 Oak Street, Oakland
273-3401

More than just a museum, this is an *experience* for all ages. The natural history exhibit arranges an exciting trip into California's past or the display of everyday Americana provides an excursion to the unsuspected limits of our past daily routines. And, for very young children, the paths, walks, terraces, gardens plus the pond with huge goldfish and lots of turtles make the trip entirely worthwhile. The cafeteria is suitable for children and yet is quite elegant. Tours are arranged by calling 273-3515. For information about the Museum on Wheels, call 273-3818.

Robert H. Lowie Anthropology, University of California, Kroeber Hall, Bancroft and College, Berkeley
642-3681

This museum exhibits crafts and artifacts of Native Americans, as well as crafts from different cultures all over the world. It is small, quiet and beautifully designed. The displays are always fascinating.

San Francisco Maritime Museum, Foot of Polk Street, San Francisco
556-8177

This quiet museum located in Aquatic Park across the street from Ghirardelli Square is full of artifacts for very young children but will appeal to older children and adults who like to imagine how it was "to go down to sea in ships." You can picnic in the park before or after your visit here.

San Francisco Maritime State Historical Park, Hyde Street Pier, San Francisco
556-6435

Here you get a chance to climb on and around two historic boats. The C.A. Thayer, a typical lumber schooner, had a number of different purposes during its active life at sea—hauling lumber, fishing the Pacific waters, etc. You can go below the deck and see the tiny bunks and gloomy quarters for the crew. Up top, you can peek into the galley and tour the captain's cabin. The second boat, the Eureka, was the last paddle-wheel ferry to operate on the San Francisco Bay. You can get a cassette player from the Rangers which will tell you everything you want to know about these two boats and California maritime history.

Walking Tours

You can do-it-yourself or join a guided tour. Either way you will get a sense of the vitality and variety of our architecture here in the East Bay. Here are some suggestions to get those feet moving.

Alameda Victorian Preservation Society, P.O. Box 1677, Alameda 94501
523-2877

The Society does a fall interior tour of the beautiful Victorians in Alameda. The tour is not recommended for the very young.

Berkeley Architectural Heritage Association, P.O. Box 1137, Berkeley 94701
845-6591

Take a Berkeley guided walk led by that city's Architectural Heritage Association or Main Library volunteers. The Association also offers house tours, lectures and other events. Call for more information.

Oakland Tours Program, A Central Place, 477 15th Street, Oakland 94612
834-7897/273-3234

The volunteers for the Oakland Project can take you on a number of discovery walks through Oakland. The tours are usually scheduled for Wednesday and Saturday afternoons. You can choose from *Old Oakland* (19th Century shopping areas), *City Center/Downtown* (High rise district of the 1910's complemented by the striking new City Center), *Uptown to the Lake* (Paramount and Fox Theatres; Kaiser Center View of Lake Merritt) or *Oakland Chinatown* (Historic Chinese regional center of shops, markets and restaurants). Special interest tours are available on request.

Not the guided tour type? Here are two books on touring on your own:

East Bay Heritage: A Potpourri of Living History by Mark A. Wilson. San Francisco: California Living Books/San Francisco Examiner, 1979. After a brief but informative look at the history and styles of architecture in the East Bay, the author devotes the majority of the book to wonderful self-guided tours of 12 East Bay communities. He gives a brief history of each community and includes maps and tour notes for each tour. While this kind of walking may not be for very little ones; older children and adults will find it fascinating.

Victorian Berkeley: The Community of Ocean View by Karen Jorgensen-Esmaili. Berkeley: Berkeley Historical Society, 1980. This book contains local history projects for school-age children. It includes old Ocean View recipes, mapping, field trip ideas, art projects and a walking tour of Ocean View.

Some Old Favorites

You can't beat these old stand-bys; everyone likes them. In fact, that's how they came to be old favorites.

Chabot Science Center, 4917 Mountain Blvd., Oakland
531-4560

Families are welcome to Chabot Science and Rotary Planetarium on Friday and Saturday nights. A children's program, space science demonstration and planetarium program begin at 7:30 p.m.

Exploratorium, Palace of Arts and Science, 3601 Lyon Street, San Francisco
563-7337

The museum is housed in the beautiful "Palace" designed for the 1915 Exposition by the famous architect Bernard Maybeck. Giant colonades surround a lagoon with very hungry ducks and swans. Look for maidens on top of the columns. Rumor has it that Maybeck turned these ladies in toward the pillars so that they could cry into the giant urns and their tears would provide the waters for new growth.

From the beauty and serenity of the Palace grounds you enter a dark, noisy hall. Here you will find a multitude of participatory activities. Visitors are encouraged to touch, see, explore and play with the exhibits designed to teach concepts related to science, technology and human perceptions. There is a particularly unique

tactile gallery labyrinth (reservations are required for this exhibit). It's very popular and fun for special occasions like birthday parties (8 years old and up recommended). There is also a very good bookstore with projects and books to extend the pleasures of the visit back home.

Jack London Square, Foot of Broadway, Oakland

Another good place to go on a Sunday, Jack London Square provides boat-watching and lounging. Older children can go on a group trip on the Oakland Fireboat Engine #2 (832-4592, reservations necessary); younger children can watch from the docks. Walk south along the water to get to Estuary Park at the foot of Fallon Street. Along the way, you may be fortunate enough to also witness a long freight train which runs right down the middle of the street.

Japan Center/Japantown, Geary Blvd. near Fillmore, San Francisco
922-6776/346-3242

Japantown, known as Nihonmachi, is a section of San Francisco inhabited by approximately 1,200 citizens of Japanese descent. In 1968 the Japan Center was opened here. It houses restaurants, markets, art galleries, a theater, hotel, and convention center, Japanese baths, the Tokyo Koto doll making school, and a variety of other shops with wares from Japan and the Orient. The Buchanan Mall, just a few blocks away, has flowering plum and cherry trees and fountains which make it resemble a mountain village. During the Spring Cherry Blossom Festival, summer months and the Fall Festival you can see Japanese music and dance performances, tea ceremonies, flower arranging demonstrations, martial arts presentations and other traditional cultural events. Call for more information about the special events or visit anytime.

Lawrence Hall of Science, University of California, Centennial Drive, Berkeley
642-5132

This is *the* science museum of the East Bay. It offers a large variety of activities for children and adults including lectures, classes, and films. In the hall itself are wonderful displays about physics with machines and computers children can operate and gems and minerals to look at. There is a biology lab with plants and animals, and a microscope to get a closer look. Also visit Holt Planetarium. No children under age 6 will be admitted to the Planetarium.

For the grown-ups there's the additional attraction of a spectacular view of the bay, San Francisco, and the campus. Be sure to ask to be put on the mailing list for schedules of coming events and exhibits.

Oakland Airport, Doolittle Drive and Airport Drive, Oakland
577-4000

A visit to the airport is always a good idea—even on a rainy day. There are plenty of things to watch: the planes, baggage handlers, and best of all, people from all over the world. There are places to change diapers and snack bars for knoshing.

The upstairs has a viewing tower and when things really get desperate you can slip into the personal T.V. sets and catch your favorite program. You can take BART.

Port of Oakland, 66 Jack London Square (Office), Oakland
444-3188

The Port is a free, easily accessible and exciting place to visit. The Headquarters is in Jack London Square but the real action is a few miles away at the foot of Ferro Street (Take Adeline Street to Middle Harbor Road; Ferro Road runs off Middle Harbor). Here you will find *Middle Harbor Park* where only a fence separates you from the Port goings-on—the enormous boats from all around the world identified with their national emblems and flags, the 6-story high cranes that can unload 30 to 50 metal containers an hour (each container the size of a box car)

and the men and machinery that make this one of the world's largest and busiest ports. Middle Harbor Park also has a small pier and grassy play area.

Further away from the center of the Port, at the foot of 7th Street is *Port View Park*. This is a popular fishing spot with an ever crowded pier. From the park's 60 foot high viewing tower, you get a breathtaking view of the bay—the ever-present sailboats, the soaring gulls and, if you're lucky, one of the big boats on its way into the Port. This park also has barbeque pits, a concession and bathrooms.

Estuary Park (off Embarcadero, near Fallon) is another park owned by the Port. Here you can see small boats being launched and take the steps right down to the water. This park has a large playing field and picnic area and a view of the Estuary that separates Oakland and Alameda.

The Port of Oakland can be viewed by boat during the summer. Excursions leave Jack London Square at the foot of Broadway every Thursday in season. Reservations are required.

San Francisco Cable Car Museum, Washington and Mason Streets, San Francisco 474-1887

You can visit the museum after a cable car ride to see just what makes the cars go. There are also exhibits and pictures that give you the history of San Francisco's beloved cable cars and even a few of the old time cars on display.

San Francisco Financial District, Montgomery Street Area, San Francisco

Start on a Sunday at the Vaillancourt Fountain at the foot of Market. . .actually with a picnic lunch, this could be the trip in itself! Wandering in and among the giant blocks and waterfalls keeps very young ones entertained for quite a while. The adjacent plaza allows for almost unrestricted running wild, except for the artist and craft booths. Try the indoor glass elevator at the Hyatt Regency then walk over to #2 Embarcadero Center to see the Levi Strauss Museum which shows how Levi's have been made for the last 100 years. Any of the Embarcadero buildings provide a maze of ramps, stairs and passageways to fool around in. If your child can read, walk up the financial district streets and see how many different banks you can count, ending at the Bank of America where the huge stone sculpture (sometimes called "The Banker's Heart") invites stroking.

University of California, Head of Telegraph Avenue, Berkeley

Explore the UC campus; it's not just for students but a great place for families. Look for the tallest, most obvious landmark, the Campanile, a 307' tower in the center of the campus. For only 10¢, adult fare (children free), an elevator zooms you to the top past the enormous gears which turn the hands of the tower clock. Climb the stairs to the bell tower for a view of the campus and the bay area from Mount Tamalpais to the Bay Bridge. If you go at noon, you'll be treated to a bell concert and be able to watch the bell ringers at their giant keys. The bells are very loud in the tower so if you have toddlers who scare easily, they'd be better off listening from the ground. Walk North (after you descend, of course) to the Earth Science Building where you will be greeted by a replica of a saber-toothed tiger. Go down to the ground floor to the Paleontology Museum for a close up view of huge dinosaur bones, fossils, and five feet tusks.

Depending how well you are faring, you can walk to Telegraph Avenue to see the wares of the street artists or you can go to Sproul Plaza. The entertainment here is variation personified—jugglers, mimes, musicians, soap box orators of every persuasion. At Lower Sproul there are noontime rock concerts during the week and conga drum jamming on the weekends. Good and fairly inexpensive food is available from the pushcarts which line the sidewalks and you don't have to worry about table manners. Bathrooms in the Student Union. If you

tire you can slip away to Strawberry Creek which meanders through the campus. Sit and rest: you deserve it.

More Trips For Nature Lovers

Many places of interest in the great out-of-doors are already covered in the *Parks* section. But, we couldn't resist adding a few more. So put on your hiking boots, don't forget your over coat, and try these!

Angel Island, Harbor Tours Ferry, Pier 41, Embarcadero, San Francisco
546-2810

Tiburon Ferry 435-2131

This historic military base is a wonderful place to spend the day. After an exhilarating ferry boat ride, you can walk or bicycle all the way around this island. Stop off and visit reconstructed buildings, picnic areas, eucalyptus groves (watch for deer), and beaches. Or, you can take a tour bus around the island. Gaze at the beautiful 360° view from atop Mt. Livermore. Remember, this is an island, bundle up if it's foggy. It can get cool, cold or freezing!

Briones Regional Park, Enter off Bear Creek Road, (Above Orinda)

A children's environmental play area is located here within the rolling hills of this park. It also has horse and hiking trails, nature walks, grazing cows, archery range, camping by reservation and plenty of picnic areas.

University of California Botanical Gardens, Centennial Drive, Berkeley
642-3343

Anytime you visit this lovely garden, you will see plants from around the world. The winding paths offer a variety of different environments including a cool rhododendron dell and a sunny cactus area. There are well-situated picnic tables too.

Golden Gate Ferry, Ferry Building next to Pier 1, Embarcadero, San Francisco
332-6600

This is an inexpensive way to see the bay. The ferry takes a leisurely 45-minutes to pass Alcatraz Island and give you a great view of the Golden Gate Bridge before docking at Sausalito. Refreshments are for sale onboard and you can picnic in the little park near the Sausalito dock. Don't forget your sweaters and coats; even on a sunny day it's a cold ride.

Golden Gate Park, Fell and Stanyan Streets, San Francisco
558-3706

Year round, many days can be spent in these 1000 acres that stretch from panhandle to beach by exploring the walks, gardens, lakes and their wealth of birds and fish. Sports, organized and sandlot, abound in the park—football, softball, golf, and polo fields, or for a more spontaneous activity bring out a kite, a frisbee or rent roller skates for a family stroll on wheels. Built in the 1870's, there is lots of history here too—beautiful buildings like the Conservatory, DeYoung Museum, and The John McLaren Lodge, a park district building. Special day trips might center around the Academy of Science with the Morrison Planetarium, Steinhart Aquarium, and displays of the worlds' animals in their own habitats. Choose a garden day and visit Strybing Arboretum, the Hall of Flowers, and dine in one of its many gardens. If you're not already overwhelmed, visit the M.H. DeYoung Museum, a treasure trove with 64 galleries! Call for more information or get a map from McLaren Lodge at Fell and Stanyan Streets.

Kaiser Center Roof Garden, Top of Kaiser Garage, 20th and Harrison Street, Oakland

Take the garage elevator to the top for a delightful surprise! You will find a reflecting pool with fountains and ducks, lovely roses and other flowers of the season as well as occasional glimpses of wild birds stopping over on the way to nearby Lake Merritt. This 3-1/2 acre roof-top park is open to the public courtesy of Kaiser.

Lafayette Reservoir, Mt. Diablo Blvd., (off Highway 24), Lafayette

Here is a big lake with paddleboats, ducks, rental canoes, playing fields, picnic tables, and barbeque facilities. There are lots of walking and biking paths. It's a long steep walk in if you park for free on Mt. Diablo Boulevard. With little ones it might be easier to pay for parking at the top of the hill.

George Miller, Jr. Regional Shoreline, Near foot of Cutting Blvd., Point Richmond

This park has a small swimming bay (Keller's Beach), picnic grounds and fishing area. There are hiking trails in the hills with great views of the Bay Area. On the way to this shoreline be sure to stroll through the town of Point Richmond. It still has the feel of "old times" with small homes and stores reaching up the hilly streets. You will also find many restaurants and the usual attractions available in a small town just starting to appeal to the tourist trade.

Point Pinole Regional Shoreline, End of Atlas Road, (off San Pablo), San Pablo Bay

For over 100 years, while the Bay Area grew and expanded, this 2100 acre patch of land on San Pablo Bay in Richmond remained virtually untouched by civilization. There, in addition to pebble beaches, bike trails, a fishing pier, and wonderful views of Marin County, this park has a forest of eucalyptus trees, wild grassland, and salt marshes. All this lends a flavor of what the bay was like hundreds of years ago. There is a shuttle bus to carry visitors from the parking area to the fishing pier. Great place for dog walks!

Theme Trips

Well, why not? We thought it might be fun to group together some trips around different themes—animals, art, food, music. . .We hope you have as much fun visiting these places as we did in rounding them up.

Animal Trips

Alexander Lindsey Junior Museum, (in Larkey Park) 1901 First Avenue, Walnut Creek
935-1978

The museum houses two rooms of small wild animals: foxes, owls, porcupines, vultures, jackrabbits, birds, snakes and fish. Everything is at eye level for the small child. Outside is a large grassy area with play equipment and picnic tables. Another feature here is a pet lending library that shows children the fun of animals while teaching how to care for them. A card ($3.00 per child; no group rates for cards) for individual children six years or over, allows the use of the library for one year. You can check out rabbits, rats, guinea pigs, hamsters with their cages, and instructions for one week. Remember—you have to make another trip to return the animal!

Ano Nuevo State Reserve, San Mateo Coast Area, 95 Kelly Avenue (office), Half Moon Bay, 94019
879-0227

Ano Nuevo is a state reserve which is a 481 acre protected beach and island. Parts of the year you can view elephant seals, sea lions and harbor seals. There are tours when elephant seals are breeding (usually winter months). The tour is about a three mile hike, so small children may not be able to participate. Designed to minimize disturbance to the animals and their habitat, as well as to give people insight into the Reserve's natural history, the tour is conducted by State Park Rangers and students from UC, Santa Cruz. Be sure to call very far ahead and reserve group or individual tours. If you come without a reservation, there is no guarantee that you will be able to take a tour.

Audubon Canyon Ranch, 4900 Highway 1, Stinson Beach
383-1644

This is the nesting home of egrets and great blue herons. In June and July you can observe from

across a beautiful canyon the adult birds mating, nesting and feeding their young. If your young family is a noisy one (like most families) be prepared for an onslaught of "shh's" and "please be quiet's" from the serious bird watchers. But children are welcome and there are bleachers for viewing and nature exhibits to be seen in the barn below. You can picnic here as the birds fly back and forth gathering food for the fledglings from the lagoon.

Biology Lab, Lawrence Hall of Science, University of California, Centennial Drive, Berkeley
642-5132

The Biology Lab is a place where you can fondle a lizard, pet a tarantula, snuggle with a snake, listen to the heartbeat of rabbits, put rats through mazes and take advantage of the wonderful classes on animals. There is also a pet exchange board and handouts on caring for household pets such as guinea pigs, gerbils, etc.

Calaveras County Jumping Frog Jubilee, Calaveras Fairgrounds, P.O. Box 96, Angels Camp 95222

This yearly frog jumping contest was inspired by Mark Twain. Jumps of 20 feet have been recorded by the frogs, not their owners. The contest, fair and exhibits run for four crazy days in May.

Golden Gate Fields, Foot of Gilman Street, Albany
526-3023

On Saturday mornings from Easter through June, you can see how race horses are trained, where they live, what they are fed. You can take a tour of the stables and watch the practice races and speak to the jockeys and trainers. You can even have a free pony ride. Snacks and prizes too!

Josephine Randall Junior Museum, 199 Museum Way, San Francisco
863-1399

This is a children's museum with science exhibits, arts and crafts, classes in science and glider building and much more. Each Saturday there are live animals to touch (snakes, hamsters, foxes, hawks, owls).

Oakland Zoo, Knowland State Park, 98th Avenue & Mountain Blvd., Oakland
568-2470

This is a fun zoo. It is amply populated by the familiar denizens of Asia and Africa; zebras, giraffes, chimpanzees, elephants, etc. The zoo is free. On the top of the hill there is a mini-amusement park that features an aerial tram and a train which give alternative views of the zoo (for a fee). For small children the baby zoo is the highlight. There are animals to pet and feed, including llamas, a baby elephant, seals, and as always too many goats. There is also a giant turtle small frys can sit on. It is the ideal "short trip." The park contains a playground and picnic grounds.

Pet Stores
Your Local One

Visit your nieghborhood pet store and talk to the salespeople. They usually love animals and have very good advice on the selection and care of pets. Some pet stores will give mini-tours to small groups if advance arrangements are made.

Point Reyes Bird Observatory, 4990 Shoreline Highway (Office), Stinson Beach
868-1221

The banding, breeding and behavior of birds is explained at the Point Reyes Bird Observatory's Banding Center north of Bolinas. Small groups do not need to reserve space but call the office for directions to the center—they are very complicated but you can do it. The observatory also has weekday activities for bird lovers.

San Francisco Zoo, Sloat Blvd. at 45th Avenue, San Francisco
661-4844

The zoo shows many animals in near-natural habitat in cages without bars. You can find out eating times by calling ahead. This is the largest

zoo in the Bay Area with an amusement park with an antique carousel. They also have a petting zoo for children.

Steinhart Aquarium, Golden Gate Park, San Francisco
752-8268

Fish from all over the world swim here in 242 tanks. The dolphins are fed every four hours from 10:30 am–4:30 pm. Viewers can watch ocean fish in the "roundabout," and explore a tide-pool with sea urchins, cucumbers, and other touchable creatures. Also visit the reptile room and see frogs, snakes, crocodiles and other "un-touchables."

Sulphur Creek Park & Nature Center, 1801 "D" Street, Hayward
881-6747

Here you can find guided tours, workshops and classes, natural history museum, wildlife rehabilitation program, nature walks. There is a week-long animal lending library where you can check out rats, rabbits, mice, hamsters and guinea pigs, plus a care sheet to tell you all about them.

Whale Watching

Whale watching can be done from land or by boat expeditions. The best times are late February and March, and good places to watch are sites along Point Reyes National Seashore, Devils Slide in San Francisco, and Davenport Landing (11 miles north of Santa Cruz). While deliberate pursuit of the dramatic whale herd can be disappointing because they don't always appear, when you are lucky enough to see them by chance the vision is quite dramatic.

Art Trips

Without some preparation, children can get bored visiting an art gallery. It helps if you have time to talk about an exhibit beforehand so children know what to expect and look for. Some galleries offer taped cassettes and brochures to guide you through but even these may not help if you stay too long. Art lovers like birdwatchers like peace and quiet and the bannisters definitely aren't for sliding in most galleries! Keep those first visits short and to-the-point and don't forget to visit the gallery restaurant or gift shop—two stops that most children enjoy. Included here are also some outdoor art adventures.

Emeryville Mudflats (Sculpture By The Bay), Near Powell Street and Frontage Road, Emeryville

This is an adventure which combines the lovely outdoors with the wastes of our civilization. . .a perfect combo for preaching and teaching. Remember to wear old clothes, rubber boots (if you have them) or old shoes like sneakers, and bring along hammers, nails, and a saw. There is plenty of raw material available for creating that masterpiece you've always dreamed of or the home of your dreams. Walk along, close to the rushing noise of the freeway, and then turn off the path towards the Bay. There is a small estuary where a variety of seabirds fish between the two buiding areas. The birdwatching is excellent—the birds don't seem to mind the people watchers since the eating is so good. You can literally walk into the Bay here on a shell laden path, very crunchy and lovely. Exploring and building, watching and dreaming are great here even in the mud. But, please be careful not to disturb birds or marshlands.

Fort Mason Center, Buchanan and Marina Boulevards, San Francisco
441-5705/06

Art is BIG at Fort Mason: Something for all ages!:

The S.F. Children's Art Center—Located in Building C (771-0292), it offers long term art classes for ages 2-10 years. Children are trained in the use of many art media. Concentration, play and personal discovery are emphasized. Scholarships are available

The Visitors' Center—Pick up monthly events calendars and membership information at the Fort Mason Foundation, Building A. Peruse the

bulletin board for tips on things to see and do at Fort Mason. Exhibits on the arts and environment change monthly.

The Perception Gallery—This collective, in Building C (776-0347), shows artworks exploring form, color and texture and offers occasional free workshops.

The Rental Gallery of the San Francisco Museum of Modern Art—Go to Building A (441-4777) and explore the stacks of more than 2,000 artworks that are available for rent at low cost. This is a great opportunity to live with the art before deciding to purchase it. There are also monthly gallery shows.

Murals

Local artists have been bringing art out of the galleries and on to the streets for a number of years by way of giant-size wall paintings or murals. Before we list some popular murals you can visit, here are some helpful hints for viewing them with your children.

1. Start *way* back to get a full view of the colorful artwork. If the mural offends you, walk away. If not, describe together the colors, shapes and patterns. Talk about why you both think the mural was done in the first place. . .to cover up something ugly? to make something stand out? to tell us a story or lesson?

2. Walk a little closer; notice how the details begin to appear.

3. Get up close to the mural and run your hands on and along the surface of the wall. Notice how your perceptions change at this range.

Berkeley murals

1. Willard Junior High, 2424 Stuart Street.

2. Toot-Sweet Bakery, 1277 Gilman Street.

3. Washingtown, 3215 Adeline Street.

4. Berkwood-Hedge School, 1809 Bancroft Way.

5. "Viva La Raza", 1512 Adeline Street.

6. "Winds of Change", Co-op Credit Union, University Avenue.

7. "Song of Unity", 3105 Shattuck Avenue, La Pena Cultural Center.

8. East Bay Skills Center, 1100-67th Street.

9. Center for Independent Living, 2539 Telegraph Avenue.

10. "People's History of Telegraph Avenue", Corner of Telegraph Avenue and Haste Streets.

Oakland murals:

1. "Oppression Versus Resistance", 900 Falon Street at Laney College Interior mural from the 3rd World Artist's Caucus at Laney College.

2. "Oceanus", freeway underpass on Claremont Boulevard under Highway 24.

3. "Wall of Friendship", 53rd and E 14th Streets.

4. "Strength and Wisdom", 1900 Fruitvale Avenue, Spanish Speaking Unity Council Building.

5. "Untitled", MacArthur and High Streets, (under freeway underpass).

6. Acorn Mural, Broadway and Telegraph Streets.

7. Shadow Mural, Wall of Head-Start Building, 65th Avenue.

8. Children's Mural of the North Oakland Welfare Department, 4501 Broadway.

9. Clinica de la Raza, on Fruitvale Avenue near E. 14th Avenue.

10. Mural de la Raza, E. 14th and 43rd Streets.

11. "Oakland's Portrait", Alley next to Liberty House, 477 15th Street.

San Francisco Mission District murals

Walking tour of the 50 Murals painted in the Mission District. Self-guided tour map available at the Mexican Museum, 1855 Folsom Street, San Francisco.

Union City murals.

1. Decoto Plaza Mural, 6th and E Streets Union City, California.

2. The C.U.R.A. Mural, 33923 10th Street Union

City (Brothers United in Reforming Addicts). Designed and executed by artists, clients, volunteers and youths.
3. "Raza, Earth,Wind and Fire," Tiburcio Vasquez Medical Clinic, 9th Street.

Oakland Museum, 1000 Oak Street, Oakland
273-3401

We've already told you about this wonderful museum under *Historical Museums*. We mention it again because although the permanent art collection is relatively small (and all California artists and landscapes)—it is a good first art gallery trip. There is a lot of variety under one roof and if the children get tired of looking at pictures, you can take them to see the natural history gallery, fish pond, restaurant or just for a walk outside.

San Francisco Museum of Modern Art, 401 Van Ness, San Francisco
863-8800

A permanent collection that has a lot of pop art makes this museum appealing to children. It's small enough that you can cover a lot of ground before the little ones give out on you. It has a restaurant upstairs and an interesting bookstore. Don't forget to see the Opera House and new Symphony Hall—both in walking distance from the museum.

Sand Castle & Sand Sculpture Contest, Crown Beach, Alameda

Every June hundreds of families gather at Crown Beach to build architectural masterpieces in the sand. Contact the East Bay Regional Park District for exact information.

University Art Museum, 2626 Bancroft Way, Berkeley
642-0808

This wide open museum consists of several galleries connected by large winding ramps. There is also a restaurant downstairs from which you can take your food outside to eat in a large grassy sculpture garden, or pack your own brown bag specialties.

Food Trips

Bates Chicken Ranch, 3153 Vineyard Avenue, Pleasanton
846-4627

You must call Ted Bates first before visiting his ranch. Tours are especially appealing for younger children and most enjoyable when the chicks are newborn and touchable. There is a pumpkin patch at the ranch in mid-October.

Fall Pumpkin Festival, Half Moon Bay Chamber of Commerce
726-5202

One weekend in October there is a huge festival here. Arts and crafts booths, food of all kinds, haunted house, pumpkin carving, pie eating, and—masquerade ball are featured. The festivities are crowded, and there's lots of traffic, so be prepared. Or visit the pumpkin picking farms any day of the week starting in September and choose your own. Group pickers should reserve in advance—Call Chamber of Commerce for farms in the area.

Fisherman's Wharf, Foot of Van Ness Blvd., San Francisco

Go very early in the morning to see the fishermen bring in their catch and to watch at processing plants as fish are prepared for restaurants. Snooping around back alleys is a necessity for this "smelly" adventure.

Housewife's Market, 9th and Clay Streets, Oakland

This is a large store with an array of stalls selling everything from produce to suckling pigs and live crabs. Almost any kind of exotic ingredient you need for an ethnic recipe can be found at one of its counters and be prepared to show your children all the internals of pigs and cows.

Japanese Tea Garden, Golden Gate Park, San Francisco

Try tea and cookies here on a weekday to avoid the crowds. Leave behind a penny and a wish in one of the many lovely ponds.

Johnson's Drakes Bay Oysters, Inverness
669-1149

This is a good stop on the way to the Point Reyes Light House or Drakes Beach. It's located just past Inverness—you can't miss the signs. Tasty oysters are grown on hanging cultures in the pristine Drakes Estero (part of the Point Reyes National Seashore). Call ahead to see what's available for seeing or buying.

Mi Rancho, 464 7th Street, Oakland
451-2393

This is a tortilla factory which is in back of a Mexican grocery store. The grocery has a variety of spices and ingredients for home chefs and also sells food to go or eat on the spot.

Marin French Cheese Factory, Highway 101, (Northwest of Novato),
(707) 762-6001

The Cheese Factory is open all year-round. Make reservations for a tour if your group is over 10 people. Picnic tables are available for eating the goodies you buy in the retail room. There is also a pond where children under 12 can fish.

Oakland Chinatown, Webster and 8th Streets, Oakland

There are many interesting stores and restaurants all in easy walking distance in Oakland's compact but colorful Chinatown area. No trip would be complete without trying some of the delicious Chinese pastries!

Pick Your Own

To find out which farms allow you to pick fresh fruits and vegetables—in season, of course, send a legal sized stamped self-addressed envelope to

Harvest Time, Box 9, Brentwood, CA 94513

Sonoma County Farm Trails, Box 6043, Santa Rosa, CA 95406

Produce Markets

Save money and have an interesting morning visiting one of these local produce markets. Always lively with lots to see and buy during the California "year round" growing season.

• *Oakland Produce Terminal* (near Jack London Square) 2nd and Franklin Streets

• *Farmers' Market* Clay and 11th Streets, Oakland. Open Saturdays, 8-12 from June to the end of the growing seasons.

• *Golden Gate Produce Terminal* Take the Bayshore Freeway to Produce Avenue and follow the signs.

• *S.F. Farmers' Market* 100 Alemany—at the intersection of Highway 101 and Interstate 280.

Ratto's International Grocery, 821 Washington Street, Oakland
832-6503

Ah, the sights and smells of Ratto's! The shelves are overflowing with exotic and delicious food from all around the world. You get hungry just coming in the front door. For those who can't wait to eat, Ratto's sells sandwiches made to order and a restaurant section is open during the week.

Safeway Bakery, 1755 Santa Rita Road, Pleasanton
846-3910, 462-4664 (main office)

If you plan ahead (one or two week advance notice is required), you can tour the Bakery and see how bread is made today. Then go home and make a few loaves yourself—contrast the effort and the results!

San Francisco Chinatown, Grant Avenue, San Francisco

Walk through several square blocks where you can see authentic foods and traditional Chinese fruits and vegetables being sold all along the streets. Buy some food to picnic or have dim sum in a local restaurant. Play in the children's playground in Portsmouth Square which is complete with climbing structure slide and dragon.

San Francisco Mission District, 24th & Mission, San Francisco

There are many wonderful bakeries in the Mis-

sion area where you can select your own treats from behind large sliding doors (cookies, cakes, candied yams, fried plantains, tamales). You can play in the children's playground on Bryant near 25th Street and walk off the calories by taking a tour of the beautiful murals (See Art Trips).

Music Trips

Campanile (Sather Tower), U.C. Campus, Berkeley

48 bells ring Sundays at 4 pm for one hour and ten-minute concerts are given Monday-Friday at 7:50 a.m. Take a trip up the tower during the concert if you are really brave.

Lake Merritt Band Concerts, Oakland

You can listen to a free band concert in the bandshell near Fairyland Sundays and holidays during the summer.

Lower Sproul Plaza, U.C. Campus, Berkeley

African drums liven up this whole area all day every Sunday.

Oakland Symphony, 2025 Broadway, Oakland
444-3531

The Symphony offers "Wee Pals" concerts twice a year for children of all ages. There is also a special Christmas program. All of these concerts are given in the beautiful Paramount Theatre.

La Pena Cultural Center, 3105 Shattuck Avenue, Berkeley 94705
849-2568

La Pena brings you exotic music experiences from Chilean folk music to flamenco to petroleum drum orchestras and more. They also offer many special weekend programs for children. Subscribe to their monthly cultural calendar ($1) to keep up with their offerings.

San Francisco Hyatt Regency, 5 Embarcadero Center, San Francisco
788-1234

There are FREE concerts in the lobby every Saturday from 1-5 p.m.

Sigmund Stern Grove, 19th Avenue and Sloat Boulevard, San Francisco
398-6551

There are FREE concerts in the grove every Sunday at 2 p.m. all summer long.

Woodminister Amphitheater, Joaquin Miller Park, Oakland
531-9597

Call during the summer months to find out the schedule of musicals being given in this beautiful outdoor theatre.

Want to Know More? Want to Do More?

Local Guidebooks

There are many guides to the Bay Area. If you want to expand your traveling horizons, here is a beginning list:

Let's Go: A Family Guide to Fun in the Bay Area compiled by the American Association of University Women, Richmond Branch, 1971. Revised.

Places to go with Children in Northern California by Elizabeth Pomada. San Francisco: Chronicle Books, 1973.

San Francisco Free & Easy by William Ristow, ed. San Francisco: A Bay Guardian Book, 1980.

Study Tour Guide compiled by Junior League of Oakland. Oakland: 1978.

There, There: East Bay at Your Feet by Margot Patterson Doss. San Rafael: Presidio Press, 1978.

Things to Do This Summer compiled by Sheila Andres, Mary Ann Brewin, and Sandra Petty. Berkeley: 1981.

Weekend Adventures for City-Weary Families by Carole Terwilliger Meyers. Albany: Carousel Press, 1977.

Ecology

After reviewing the many wonderful parks, shorelines and scenic places you can visit in the Bay Area, we felt it appropriate to close this section on a note of what we all can do to preserve and protect these resources. Our beautiful natural environment doesn't exist separately from our social environment. When we learn to love nature, we also discover the need to act to preserve it against bay fills, off shore drilling, whale killing, "development", nuclear reactors, pesticides and other human threats. We must work together to insure that the places we take our children to see will still be around for our grandchildren to enjoy.

Scrounging and Recycling

Scrounging

When looking for materials and supplies, don't forget about all the free "throwaways" available everywhere. Collecting "scrounge" materials can be part of the project and part of the fun. The only cost to you is your time and effort spent collecting.

Take a walk to your neighborhood shopping district to get to know local merchants. Ask them what materials they throw away. Their garbage can become your found treasures. Here are some ideas:

- aluminum film cans from camera shops.
- computer paper from local university, college, or business.
- wallpaper books of discontinued patterns from wallpaper stores.
- ice-cream containers from you know where.
- old, discarded tires from gas stations and garages (These make great playground swings and an old tractor tire makes a fine bouncy sandbox)
- paper leftovers from printing companies.
- empty telephone cable spools from the telephone company (Remember that colorful telephone wire, too!)
- cardboard boxes from grocery stores and giant cardboard boxes from appliance dealers.
- lumber scraps and sawdust from the lumber yard.

Once you've dragged home your special finds, allow your imagination to soar free; and for starters, try making huge, life-size paper dolls from the computer paper or cardboard.

Recycling

The environment begins at home! Help stop the huge waste of glass, metal, paper, etc. by recycling. It's easy to do and you'll be amazed at how much one household can "save" from the dump in a month.

Different recycling centers have different items they welcome; check with the one nearest you for which items it is equipped to take off your hands. Some general rules of thumb:

Glass. Remove caps and neck rings and rinse out. You can leave labels on. Keep separate containers for different colors to prevent having to sort glass when it's time to recycle.

Metals and aluminum. Remove any labels from steel and aluminum cans and flatten. Steel cans will flatten easily if the tops and bottoms are first removed. Stick tops inside the can and step on to flatten—kids love to do the actual squashing (shoes on, please). Rinse aluminum foil and trays.

Newspapers. Stack neatly in a "reserved" space until time to bundle. Tie in bundles no higher than 9 inches. Use sturdy twine or string.

Motor oil. If you change it yourself, don't pitch it. Take it to the nearest service station that recycles oil (some recycling centers also take motor oil).

Paper bags. If your grocery store recycles them, provide encouragement by taking them back when you shop. Or, take them to a recycling center that accepts them.

Cardboard. Flatten boxes and store in large grocery bags until time to recycle.

Egg cartons. Find a convenient hideaway in the kitchen and watch the stack grow. Very good for crafts; offer yours to your local child care program or public school. They are also welcomed at selective recycling centers.

Clothes. BANANAS is happy to take clean, useable infant and toddler clothes; bring them to our office. (We also recycle infant equipment like cribs, porta-cribs, high chairs and car seats. A tax receipt is available). Some children's stores buy or trade used clothes. Thrift stores and many charities are happy to help you empty your closets.

Old appliances and furniture. Goodwill Industries, the Salvation Army and Volunteers of America can put them to good use.

This list is by no means comprehensive; talk to your local recycling "Pros" (like the Ecology Center) for more ideas. Children can become recycling fanatics and very good "consciences" when it comes to waste once they understand the issues. We all need to ask ourselves before discarding anything—"Could this be recycled?"

Recycling Centers and Pickup Programs

Some of the recycling centers are only open on the weekends. Call the Ecology Center for schedules.

■ *North County*

Berkeley Youth Alternatives, 2141 Bonar, Berkeley 94702
849-1402

BYA's larger recycling project is on hold and in search of refunding. They are still a mini-depot for aluminum, wine bottles and used computers.

Community Conservation Center, Grove and Dwight Way, Berkeley 94710
548-3222

At the Grove Street site, CCC accepts glass, metals, aluminum, newspapers and card board. A second site at 2nd Street and Gilman is now open to *buy-back* these same items from those who want cash for their trash!

E.C.ology, City of El Cerrito Corp. Yard, End of Schmidt Lane, El Cerrito 94730
527-6078

E.C.ology provides Saturday pickup of newspaper, glass and aluminum for Albany (also some cities in Contra Costa County). It will pay for glass, metals, aluminum, newspapers and

cardboard brought to the Yard; it also accepts clean waste paper, magazines, scrap metal and motor oil.

Ecology Center, 2701 College Avenue, Berkeley 94705
548-2220

The Center provides curbside pickup of glass, metals, aluminum and newspapers for Berkeley. Items can also be taken to their office.

Encore!, 5951 Doyle Street, Emeryville 94608
652-6565

Encore! takes wine bottles of certain types and colors; call first.

Merritt Recycling Center, 12500 Campus Drive, Parking Lot B, Merritt College, Oakland 94619
530-4818

MRC takes aluminum, glass, metals, newspapers, brown bags, corrugated cardboard and motor oil.

Recovery Recycling
841-2327

Recovery provides a subscription pickup service in Berkeley and Oakland.

Telegraph Community Center, 5316 Telegraph Avenue, Oakland 94609
839-2440

An OCCUR project which accepts glass, metals, aluminum, newspapers, cardboard, computer paper, scrap metals and motor oil.

■ *South County*

Alameda Recycling Council, 33280 Central Avenue, Union City 94587
471-3850

ARC buys aluminum cans, glass, newspapers, motor oil and even plastic soft drink bottles!

Dublin, 7051 Dublin Blvd., Dublin 94566
828-1448

This center accepts cans, glass bottles and newspapers for donation.

Livermore-Dublin Disposal, 6175 South Front Road, Livermore 94550
447-1300

LDD provides curbside pickup in Livermore of newspapers, cans and glass.

San Leandro Ecology Center, 1190 Davis Street, San Leandro 94577
635-8200

Newspaper, cardboard, glass, aluminum and tin are accepted by the Center.

Tri-Cities Ecology Center, Grimmer Blvd. and Blacow Road (in the Meadow Square Shopping Center), P.O. Box 674, Fremont 94537
793-6222

Weekend drop-off point for newspapers, tin cans, glass and aluminum.

YMCA Recycling Center, 3667 Castro Valley Blvd. (near the Co-op), Castro Valley 94546
582-9614

This center takes glass, metals, aluminum, newspapers and cardboard.

Ecology Projects

A few simple experiments to do with children to help them become more aware of the interaction and energy present in our daily environment.

What Do Plants Need?

Water? Put 2 similar potted plants in the SUNlight. Water one daily. Don't water the other. After several days, notice one plant thriving and the other. . .?

SUNlight? Again take 2 similar potted plants and cover one with a large box. Make several holes in the box to let air in. Water both plants daily. After several days, compare the plants.

Air? Take 2 similar potted plants and place each in a small dish of water. Cover one with a jar. Press the jar into the soil so that no air can reach the plant. Place both plants in the

SUNlight. Observe what happens after several days.

How to Make a Rainbow

You will need:

- A garden hose
- A small mirror
- A glass of water

Outdoors. Turn the hose on to a fine spray. Stand with your back to the SUN. You'll see a rainbow in the fine spray of water.

Indoors. Put a small mirror in the glass of water and place the glass so the SUN can shine on the mirror. Turn the glass until the rainbow is reflected against the wall or ceiling.

SUN for Seeds

A simple experiment to show how important the SUN is for growth: grow a seed in a closet and in SUNlight!

Fruit Leather

Blend 1/2 cup apple or other fruit and 2 T. water and 1/4 t. honey and a bit of lemon rind and a pinch of cinnamon. Spread on piece of saran wrap on screen. Dry 48 hours. Peel off, EAT!

Raisins

You will need:
Scale
Paper plates
Netting or wire screen to cover the plates
Glass container with tight-fitting lid

Weigh the grapes and place in container of water and wash. Blot dry with a towel. Remove the grapes from the stem and spread one layer evenly on paper plates (or trays). Cover the plates with netting or screen and fasten so it won't blow off. Place in the SUN to dry. After 4 days, test the grapes for dryness by squeezing them—if there's no moisture left on your hand and the grapes spring apart when your hand is opened, the grapes are dry enough. Weigh the dried grapes and compare with the weight before drying. Also note the changes in color, form, texture & taste. EAT!

SUN-cooked Strawberry Jam

On a blistering hot day, set up a table in the full SUN with its legs set in cans or small pans of water to keep crawling creatures from the jam. Have netting handy to keep flying creatures out of the jam.

Wash & hull berries, and measure to see how much. Put a layer of berries in the bottom of a big pot, cover with an equal amount of sugar; repeat until berries are used up. Set aside for about 30 minutes to let the berries "weep". Place over very low heat and bring slowly to simmer, stirring to prevent scorching, until sugar is dissolved.

Pour syrupy berries 1/2 inch deep into large plates and set on table in strong SUN. As the fruit cooks in the SUN, turn it over with a spatula 2 or 3 times during the day. When it has jelled, pour into sterilized jars and seal. (If the SUN is not strong or if there's wind, jelling can take 2 or 3 days. In that case, bring plates indoors each night.)

Sun Tea

Perfect for a sunny day. Place several tea bags in a glass container of water and put out in the hot sun. In a few hours—presto—tea.

Ecology Trips

At the Heart of the Action

The Ecology Center, 2701 College Avenue, Berkeley 94705
548-2220

The Ecology Center is an important place to visit if you are interested in ecology issues. They

provide an environmental information switchboard, a library, a bookstore, a curbside pickup program of recyclable items (Berkeley only) and a job board for people looking for ecology-related employment. The Center's monthly Newsletter will keep you up on the latest ecological issues and includes an excellent "Environmental Calendar" of nature walks, environmental events, film showings, etc. Any petition, information or activity related to ecology will be known to the helpful staffers at the Center. A valuable resource to our community, the Center has had (through no fault of its own) recent financial set-backs and needs members and support to survive. Call if you can help.

A "Wasted" Trip?

Visit your local Dump! It's full of sights and sounds in addition to smells, raucous gulls, gutted mattresses, mounds of interesting dirt. . .A very good lesson in ecology and our civilization's valuables.

A Few Good Dumps

Albany Land Fill, Foot of the Buchanan Exit, Albany 94706
524-0609

Bay Cities Resource Recovery Depot, Foot of University Avenue, Berkeley 94710
845-4522

Bay City Disposal Company, Foot of Davis Street, San Leandro 94577
638-2303

Turk Island Company, 32505 Union City Blvd., Union City 94587
483-7020

A Look at the Past and the Present

Environmental Education Center, Tilden Nature Area, Berkeley 94708
525-2233

There are many interesting exhibits on display at the Environmental Center as well as many weekend events— (see pages 98-9.)

Coyote Point Museum, Coyote Point Drive, San Mateo 94401
573-2595

This is a new and non-traditional environmental museum whose exhibits symbolize a hike from the crest of the Santa Cruz Mountains down to the Bay. As you walk through the museum you are introduced to the communities, ecosystems, natural cycles and food systems that you would find while taking that same hike in real life. The hundreds of exhibits are designed to teach you something about the interaction of living things on the earth. Children will be fascinated by the ant city, the termite colony and a hive buzzing with 3,000 bees. They are also sure to be drawn to the electronic games section (In "Noah's Ark" the player is challenged to load the Ark so that animals that eat each other don't end up on the same side of the boat). This is a museum with a definite message—that man is only one of the living things occupying the earth yet the responsibility for protecting and preserving the environment rests with us alone.

Hopefully, Two Visits to Our Future

Alternative Energy Collective, 5829 Adeline Street, Oakland 94608
658-9686

The Collective has appropriately located its Community Energy Center in an abandoned gas station. The Center is independent of any public utilities (water, power) and welcomes visitors. AEC also does research and workshops on solar, wind, alcohol fuels and other alternative energy sources. They can design a hands-on-project for school age children to fit your group's budget—from building a simple solar oven to a solar water heater.

Integral Urban House, 1516 5th Street, Berkeley 94710
525-1150

A place where urban dwellers can learn to be more self-reliant. Established by ecologists, the

House has developed ingenious methods to deal with the huge waste of energy and resources in our cities—an integrated system which includes recycling, solar energy, vegetable gardening, animal raising and composting. Many practices can be economically applied to your own dwelling (house, apartment or tent!). There are guided tours every Saturday as well as weekly workshops on a variety of topics related to ecological urban living.

Want to Know More? Want to Do More?

In this section we will try to steer you towards existing groups or organizations which are trying to shape a better world or preserve what we have. If you are undecided about any of these issues, some of these groups will have information to help you.

Abalone Alliance, 944 Market Street, Room 307, San Francisco 94102
861-0592

The Alliance is a coalition of citizen action groups throughout California who participate in public education and non violent direct action to stop the construction and operation of nuclear power plants. The Abalone Alliance is also interested in the issues of alternative energy, community control of energy and the elimination of nuclear weapons.

Alameda County Coalition to Stop the Peripheral Canal, 522 Grand Avenue, Oakland 94610
763-7049

This coalition of concerned citizens who want to prevent the diversion of water from the fragile Sacramento Delta to Southern California via the (yet to be built) Peripheral Canal.

The Center for the Integration of Applied Sciences, 1016 Grayson Street, Berkeley 94710
540-8912

CIAS is a division of the John Muir Institute for Environmental Studies. It focuses on developing integrated pest management programs and technologies. While it provides technical assistance to a number of public agencies, CIAS will also answer questions and provide information to individuals. Call or write for its handouts on the effects of Malathion and other pesticides.

Citizens for a Better Environment, 88 First Street, Suite 600, San Francisco 94105
777-1984

CBE is a membership organization which advocates against air pollution. It is also interested in the issues of hazardous waste disposal, urban pesticide use and California water policies. Worried about pesticide spraying in your area? Call CBE for advice.

Concerned Educators Allied for a Safe Environment, 18618 Manzanita Road, Sonoma, CA 95476

CEASE was founded by members of the National Association for the Education of Young Children but welcomes participation of educators everywhere. It seeks to raise public awareness to the health hazards to children from nuclear radiation.

The East Bay Anti-Nuclear Group, 585 Alcatraz Avenue, Suite A, Oakland 94609
655-1715

EBANG is a coalition of local groups working to discourage nuclear power and to encourage sensible alternatives, such as solar energy. Call them for speakers. Or, ask for the sponges (a group who dresses up like giants of their species—after they've been contaminated by nuclear waste).

Friends of the Earth, 124 Spear Street, San Francisco 94105
495-4770

Friends of the Earth is leading the fight to save what is left of our coast, rivers, and forests from destruction by the oil and lumber companies and other interests which have seemingly placed

short-term consideration over long-term preservation. It also fights against the ultimate threat—the nuclear power and arms industry. More help is needed!

Friends of the River, Building C, Fort Mason, San Francisco 94123
771-0400

Friends of the River is interested in the preservation and protection of rivers and streams in the western United States. It advocates and educates on the conservation of all our natural resources.

GreenPeace, Building E, Fort Mason, San Francisco 94123
474-6767

For years, Greenpeace activists have been putting their bodies between the harpoons and the whales. They also lobby and anyone can help if only by writing letters to the International Whaling Commisssion and to the countries which persist in the slaughter of the whales. Young children frequently "find politics" through this issue. In recent years, Greenpeace has also become involved with energy policies and the issue of nuclear testing.

People for Open Space, 46 Kearny Street, San Francisco 94108
781-8729

POS is a non-profit, research and membership organization dedicated to protecting the open space and creating a permanent Greenbelt for the nine county Bay Area. It provides information to local conservationists on regional planning and open space preservation issues.

The Save San Francisco Bay Association, 2140 Shattuck, Suite 309, Berkeley 94704
849-3053

This association has led the fight to keep our Bay from being more polluted and/or replaced by garbage dumps and housing tracts! It has worked to open the coastline, a most valuable resource, to recreation and boating.

The Sierra Club, 6014 College Avenue, Oakland 94618
658-7470

The Sierra Club has long been one of the nation's leading groups working to stop the destruction of our environment—especially wilderness areas. It has played an important watch dog role over government policies—needed now more than ever.

Urban Ecology, 1939 Cedar Street, Berkeley 94709
548-7801

A non-profit, educational community group interested in alternative, ecological city building; also in the planning, design and construction of appropriate technology. Urban Ecology is dedicated to better city living. It sponsors educational events, has a library and is the proud owner of the famous "Vegetable Car" (scheduled to be released from jail and moved to a public location).

Books on Ecology

For Adults

A Day at the Berkeley Bayfront, An Environmental Guide by Erika Kunkel. Berkeley, California: Hillview Press, 1980.

The Do-It-Yourself Environmental Handbook by the Dayton Museum of Natural History. Dayton, Ohio: Little, Brown and Company, 1971.

The View from the Oak by Judith and Herbert Kohl. San Francisco: Sierra Club Books/ Charles Scribner's Sons, 1977.

For Children

Beastly Neighbors by Millie Rights. Boston: Little Brown and Company, 1981.

The Best Present of All (Pamphlet), National Wildlife Federation, 1412 16th Street, Washington, D.C., 20036.

Catch a Sunbeam: A Book of Solar Study and Experiments by F. Adams. New York: Harcourt Brace Jovanovich, Inc., 1978.

Ecology for City Kids by Erica Fielder and Carolyn Shaffer. San Francisco: San Francisco Ecology Center, 13 Columbus, San Francisco, 94133.

For Your Support

4

Parenting

Your Child's School

Family Support Services

Children with Special Needs

Housing and Shelters

Health

First Aid

Emergency Names and Numbers

Parenting

Who doesn't need support in this world? some kind of support or another? a helping hand from friends? a boost when you're down? a light in the dark? well, let's not get too carried away! Here is a very long list of services, agencies, and organizations which help families and may be just what you want or need. Remember, if you can't find what you are looking for, we might be able to help you start your own support group. Many of the following organizations began just that way.

Family Planning and Childbirth

Preparation for parenthood courses are designed to help parents-to-be prepare for the birth of their child and to gain confidence in planning for their responsibilities. Courses usually provide an opportunity to discuss and exchange information about:

- Development of the baby in the uterus
- Special needs of the expectant parents
- Labor and delivery
- Exercises (before and after delivery)
- Caring for your baby (feeding, bathing, bonding)

Call your local American Red Cross office (listed on page 219) or the pre-natal education program in the hospital where your baby will be delivered or your local adult school or BANANAS for the classes closest and most suitable to you.

"New" Parenthood Resources

American Academy of Husband-Coached Childbirth, Box 5224, Sherman Oaks, CA 91413

An organization to promote "husband-coached" or Bradley Method childbirth. This is a natural childbirth training method which encourages

the participation of the father to foster a state of serenity in the mother's mind during birth.

A.S.P.O. (American Society of Psychoprophylaxis in Obstetrics), National Office: 1411 "K" Street, N.W., Washington, D.C. 20005
Local Contact: P.O. Box 603, Belmont, CA 94002

ASPO is an organization of parents, physicians, nurses and teachers to promote the Lamaze method of prepared childbirth. It holds monthly coffees and information exchanges in many locations around the country. It publishes a quarterly newsletter which includes lists of available teachers giving Lamaze classes for pregnant mothers and fathers. Groups and locations vary, so for more particular information, Call BANANAS.

Birthways (East Bay Childbirth Center), 3127 Telegraph Avenue, Oakland, CA 94609
653-7300

This center provides information and referral for families about alternative birth experiences; including home births, midwives, alternative birth centers. Classes and workshops are offered about considering parenthood, prepared childbirth, infant development, and parenting as well as groups for pregnant women, new parents and fathers.

The Caesarean Childbirth Trust

The services offered by this group are an ongoing rap group, prepared childbirth classes for the Caesarean couple, in-hospital support and visits, and post-partum counseling. Contacts change frequently so call BANANAS for the latest information.

Parent Information Network, 38218 Glenmoor Drive, Suite A, Fremont, CA 94536
792-7000

This organization provides resource and referral for pregnancy, childbirth and parenting. Groups, classes and workshops are also offered.

Support After Neonatal Death (SAND), Alta Bates Hospital, 3001 Colby Street, Berkeley, CA 94705
845-7110 ext. 2631 (24 hour answering service)

Parents who have lost a baby through miscarriage, genetic abortion, stillbirth or whose infant died during or after birth can seek support through this organization. One-to-one contacts are available as well as group support meetings twice a month.

Sudden Infant Death Syndrome (SIDS), National Office: 1501 Broadway, New York, NY 10036
Local Contact: Children's Hospital Medical Center, 51st & Grove Streets, Oakland, CA 94609
428-3627 (24 hour answering service)

SIDS offers support to parents and others who have experienced sudden infant death. Phone workers are parents who have experienced SIDS themselves. SIDS also makes referrals to professional counseling, conducts monthly parent support group meetings and makes available up to $50 for funeral expenses (*before* actual services). They also make referrals to no or low costs funeral directors. SIDS' support services are available not only to parents, but also to friends, siblings, babysitters, etc. who may have been involved with the infant.

Family Planning/Pregnancy Clinics

Planned Parenthood
482 West MacArthur Blvd., Oakland 94609
654-3212

10 Eastmont Mall, Oakland 94605
562-1103
1453 "B" Street, Hayward 94541
538-6990

This is the forerunner of family planning services which offers a full range of assistance including teen and adult contraceptive services, vasectomy, pregnancy testing and counseling, early abortion, fertility counseling and diagnosis, and birth preparation. Some services are available at a low cost and others are free.

■ *North County*

Alameda Public Health Center, 2226 Santa

Pre-Natal Exercise

Grandma's advice to "stay in bed" for 9 months has been overruled. Keeping in shape is the new prescription. Check your local Y's, Park and Rec programs, community colleges, and private dance studios for exercise, dance and yoga classes designed for body beautiful—expanded!

Clára Avenue, Alameda 94501
522-0889

Berkeley MIC (Maternal and Infant Care Perinatal Program), 2015 Center Street, Berkeley 94704
644-6450

Berkeley Comprehensive Family Planning Center, 830 University Avenue, Berkeley 94710
845-6550

Berkeley Women's Health Collective, 2908 Ellsworth, Berkeley 94705
843-6194

Children's Hospital Teen Clinic, 51st Street and Grove Street, Oakland 94609
428-3387

Clinica de La Raza 1515 Fruitvale Avenue, Oakland, 94601
533-7150

East Oakland Family Health Center 7515 E. 14th Street, Oakland 94621
635-1283

Highland General Hospital 1411 E. 31st Street, Oakland 94602
534-8055 ext. 584

Men's Support Center 1900 Fruitvale Avenue, Suite 3B Oakland 94601
261-8997

Native American Health Center 3022 E. 14th Street, #607, Oakland 94601
261-1962

Oakland Feminist Women's Health Center 2930 McClure Street, #201, Oakland 94609
444-7664 or 444-5676

Pregnancy Consultation Center 400-40th Street, Oakland 94609
652-6503/658-8850/655-8727

West Berkeley Health Center 830 University Avenue, Berkeley 94710
644-6939

West Oakland Health Center 700 Adeline Avenue, Oakland 94607
835-9610

YWCA Health Clinic 1515 Webster Street, Oakland 94612
444-4326 or 444-5364

■ *South County*

Eden Public Health Center 15400 Foothill Blvd., Bldg. #G, San Leandro 94578
577-1620

Hayward Community Health Center 24301 Southland Drive, Suite 408, Hayward 94545
881-6019

Health Care Center 4361 Railroad Avenue, Pleasanton 94566
462-1755

Tiburcio Vasquez Medical Clinic, 33255-9th Street, Union City 94587
471-5880

Tri-City Health Center 38355 Logan Drive, Fremont 94536
797-1188

Referrals Only

Alameda County Family Planning Forum 1900 Fruitvale Avenue 2C, Oakland 94601
261-3277

Services for Special Pregnancy Situations

California Teratogen Registry Univ. of California Medical Center, San Diego, Department of Pediatrics, La Jolla 92093
Toll free (800) 532-3749

This is a statewide program that offers information about the effect drugs, chemicals, viruses or physical agents may have on the unborn child.

Children's Hospital Medical Center 51st & Grove Streets, Oakland 94609
428-3550

Genetic counseling is provided to families who are concered about birth defects—in their actual past history or in their possible future families. All information is confidential and every situation is individualized.

Infertility Services of Planned Parenthood 482 West MacArthur Blvd., Oakland 94609

With an informal, supportive but knowledgeable approach, counselors here provide medical testing information to people concerned about their fertility testing and treatment. Counseling is available for women or men, individuals or in couples. Fees are based on the clients ability to pay. Of course, all information is confidential.

Parenthood After Thirty 451 Vermont, Berkeley 94707
524-6635/525-1586

This project was established to provide women and couples with information and special services in order to make a healthy transition to parenthood or to permanent non-parenthood. They offer training to health care professionals, educational presentations and resource materials. Send for their brochure.

RESOLVE Men's Support Center, 1900 Fruitvale Avenue, Suite 3B, Oakland 94601
261-8997

People who are having difficulties conceiving children can get advice and support from this group.

Adoption

Another way to be a new parent is to adopt. Listed below are sources of information and support for people involved in adoption.

Aid to Adoption of Special Kids (AASK) 3530 Grand Avenue, Oakland 94610
451-1748

Founded by the De Bolts, AASK helps "special" children (those considered difficult to place) find permanent homes. It also serves as an intermediary on a national level between adoptive parents and adoption agencies. It has information on availability and needs of adoptable kids, resources to adoptive parents and, in some cases, financial aid to families for costs not covered by state or federal agencies.

Alameda County Adoption Department 401 Broadway, Oakland 94607
874-7567

This County agency provides professional counseling to people planning families through adoption and will also help prepare the necessary information for the courts.

Bay Area Black Adoptive Parents Council P.O. Box 10495, Oakland 94610

Potential black adoptive parents are recruited and supported by this advocacy organization. They also offer a single black adoptive parents group.

Family Builders By Adoption Children's Home Society, 3200 Telegraph Avenue, Oakland 94609
654-5211

CHS offices provide adoptive services, first explaining the current situation of adoption possibilities and then taking applications from couples and individuals. The Family Builders

program concentrates on older and/or disabled children.

Intercountry Adoption Program Department of Social Services, State of California, 1635 Shattuck Avenue, Rm 101, Berkeley 94709
540-2028

This is an adoption service for families or individuals who wish to adopt a child from a foreign country.

Open Arms Adoption Referral Service P.O. Box 15254, San Francisco 94115
982-2716

The Bay Area Association of Black Social Workers have formed this community service to advocate adoption services.

OURS (formerly known as Families Adopting Inter-Racially—FAIR) 1526 Grant Street, Berkeley 94703
841-8634

Families who have adopted children from a variety of racial backgrounds get together in this organization for social activities and support.

Post Adoption Center for Education & Research (PACER) 860 Bryant Street, Palo Alto 94301
326-8120

This is a resource center to help those involved in the adoption triangle (the adoptee, birth parents, and adoptive parents) with counseling, referral and information, and support groups.

After the Baby Comes Home

New mother and/or father support groups and classes are designed to help new parents (especially first-time parents) adjust to the changes that parenthood inevitably brings. Courses and discussion usually include the following areas:

- Infant and child development
- Family stress and changes
- Changing identities, changing self-images
- Planning for the future—weaning, walking, child care, etc.

Classes are offered in both the public and private sector. See pages 146-47 for parenting classes offered by local colleges and other non-profit institutions.) Groups are most usually led by nurse practitioners, social workers or therapists (often new parents themselves) and babies and toddlers are welcome to come to most groups.

Services for New Parents

LaLeche League International Office: 9616 Minneapolis Avenue, Franklin Park, IL 60131

Former or current breastfeeding mothers provide breastfeeding information and support to individuals over the phone. Meetings are also held to discuss topics like the advantages of breastfeeding, overcoming difficulties, nutrition and weaning. Pregnant mothers and babies are always welcome. In our area, specialized support is offered through the Bay Area Black Breastfeeding Mothers. The local contacts for these support services change (usually as babies are weaned!), so call BANANAS for current members and their phone numbers in your area.

Mother's Milk Bank Institute of Medical Research, San Jose
(408) 998-4550
(408) 998-4554 (24 hour answering service)

Nursing mothers who wish to donate milk should contact this organization. Donated milk is frozen and stored for infants who are premature or severely ill. Donors are always needed and most nursing mothers have plenty of extra milk.

Parent-Infant Project Children's Hospital Medical Center
655-9521

When you are worried about your baby's development, this is the place to turn.

Twin Line 6421 Telegraph Avenue, Oakland 94609
654-0613 (24 hour message phone)

The Twin Line offers free information and support to families with twins and triplets (or greater multiples!). The staff makes connections between families and agencies which can help them with their "special needs" as well as connecting families with each other. At the family meetings, held every three months, parents of new twins exchange ideas and information with experienced parents. Workshops for parents and professionals are scheduled periodically. The center also develops research projects about twins.

Parenting Organizations

Looking for a parent support group or a parenting class? The following agencies and schools offer groups all the time, some of the time, or on requests of enough parents. Those which are primarily "in business" to help parents with parenting have fuller descriptions here. If they are listed elsewhere in this guide (see index) only their names and telephone numbers will be given here.

Berkeley Jewish Singles Berkeley/Richmond Jewish Community Center, 1414 Walnut Street, Berkeley 94709
848-0237

This group meets (with and without children) for potlucks, hikes, social events as well as in discussion groups for emotional support.

The Compassionate Friends, Inc. National Headquarters: P.O. Box 1347, Oak Brook, IL 60521
312-323-5010
San Francisco-Bay Area Chapter: 128 Lewelling Blvd., San Lorenzo 94580
481-5421

The Compassionate Friends is a self-help organization offering friendship and understanding to bereaved parents. The purposes are to promote and aid parents in the positive resolution of the grief experienced at the death of their child, and to foster the physical and emotional health of the parents and siblings. Their informative newsletter, which is published quarterly, contains articles, letters, and bibliographies. Local support groups now exist around the United States.

Homeward Bound 2245-82nd Avenue, Oakland 94605
430-8096

This project does family violence prevention education, organizing and training primarily for residents of the Elmhurst District of Oakland. They offer drop-in rap groups for people and families in crisis as well as for batterers.

Parental Stress
North County 5297 College Avenue, Oakland 94618
Crisis phone: 655-3534, 655-3535 or 655-3536 (24-hour service)
Business phone: 655-8988

South County Serving Hayward, San Leandro, San Lorenzo, Union City, Fremont, Newark, and Castro Valley: 600 "E" Street, Union City 94587
Crisis phone: 487-0622
Business phone: 487-0533

Livermore Valley:
Crisis phone: 449-7124

Call Parental Stress for help when you are having difficulties with your children, when you think a child is being abused or neglected, or when you want information about child and family counseling. Child care is provided in emergency situations. Parenting groups exist all over Alameda County for parents who wish to get together to discuss the inevitable problems of child rearing.

Parental Stress Drop-in Child Care Center, 600 "E" Street, Union City 94587
487-2030

This unique center provides respite child care to eligible low-income families for free and to other families on a sliding scale basis. The families must live in Newark, Fremont or Union City. Children from 2 weeks old to 5 years 10 months old are accepted.

Parents and Children Together (PACT), 895 Arlington Avenue, Berkeley 94707
525-6777

This is a newly formed group whose purpose is to work toward making a better community for young people. They are primarily concerned about juvenile drug and alcohol abuse.

Parents Anonymous, National Offiice: 22330 Hawthorne Blvd., Suite 208, Torrence 90505
(213) 371-3501
Local Contact: Parental Stress
655-3535 or 655-8988

Parents (or anyone) who have abused or have the potential to abuse children can talk about their feelings, concerns and strategies for change at weekly support groups offered by the organization.

Parents' Place, 2426 Second Street, Livermore 94550
443-2727

This support center offers free support groups for singles, mixed groups, parents and non-parents.

Parents United, P.O. Box 4234, Hayward 94540
483-9300

This is a self-help group for families who have been involved with incest. There are two eligibility requirements for membership in this group: 1). the family case must have been reported through either Children's Protective Services or the police department and 2). the family members must be involved in private counseling in addition to the group.

Parents Who Care, 685 "A" Street, Hayward 94541
881-6847

This group is concerned about the increase in drug and alcohol use among young people. They work with schools and law enforcement agencies in educating both parents and youths about these problems.

Parents Without Partners
International Office: 7910 Woodmont Avenue, Washington, D.C. 20014
(301) 654-8850
Berkeley/Oakland Chapter: P.O. Box 1497, Oakland 94604
893-5995
Fremont/Tri-Cities Chapter: P.O. Box 1814, Fremont 94538
490-1212
Hayward Chapter: P.O. Box 3341, Hayward 94543
581-0432
Livermore/Del Valle Chapter: P.O. Box 303, Livermore 94550
443-0802

This is a support organization for single parent families. People who have been widowed, divorced, separated or never married and who are raising children alone are invited to join. Custody is not a factor for membership. There are trips, social activities and adult and teenage rap groups—virtually any support which the local chapter wishes to provide.

Single Parent Resource Center, 3896 - 24th Street, San Francisco 94114
821-7058

This center's goal is to help single parent families develop a network of support based on friends, family and community. It has been operating since 1973 to provide information and referral and peer counseling to callers and drop-ins. Referrals are available for medical, legal and counseling services, parent education, and emergency assistance (food, clothing and housing). A shared housing file is maintained in conjunction with a childcare switchboard.

Stepfamily Foundation, (National Headquarters), 900 Welch Road, Suite 400, Palo Alto 94304
328-0723

This organization was formed in response to the changing needs of many families. It provides advocacy and professional referrals for all members of stepfamilies, offers workshops and support groups (one for children only), and publishes a monthly newsletter. It also offers free information about its work to everyone interested in stepfamilies. Call the national office for the chapter closest to you.

Triple F Project, 27287 Patrick Avenue, P.O. Box 3493, Hayward 94540
782-5795

This is a support program for single parents. The office serves as a resource center for a variety of services and information of interest to single-parent families, including child care, counseling, health services, job training programs, housing options, and more. Support groups, workshops, and courses are offered for free covering a range of needs and topics. There are no geographical restrictions or other qualifications to limit a person's participation.

Urban Indian Child Resource Center, 390 Euclid Avenue, Oakland 94610
832-2386

This is a center that provides help for urban Indian families. Their services include counseling for parents, an ongoing mothers support group, assistance with welfare, medical, school and legal problems, and emergency services for families in crisis.

Classes for Parents

The following adult schools, community colleges, and universities offer a wide variety of parenting courses designed for all types of parents. Some are free, others charge a fee.

Talk it Out!

Parental Stress 655-3535
BANANAS Warmline 658-6046
Twinline 658-0613
Talk Line (San Francisco) 441-KIDS
Warmline (San Francisco) 931-WARM

Alameda Adult School, "Historic" Alameda High School, 2200 Central Avenue, Room 121, Alameda 94501
522-6710, ext. 258

Albany Adult School, 601 San Gabriel Avenue, Albany 94706
526-6811

Berkeley Adult School, 1950 Carleton Street, Berkeley 94704
644-6130

Chabot Community College, *Hayward Campus*, 25555 Hesperian Blvd., Hayward 94545
786-6600
Valley Campus, 3033 Collier Canyon Road, Livermore 94550
455-5300

College of Alameda, 555 Atlantic Ave, Alameda 94501
522-7221

Fremont Adult Education, 4700 Calaveras Avenue, Fremont 94538
793-2240

Hayward Adult School, 2560 Darwin, Hayward 94545
784-2798

Livermore Adult Education, 3044 East Avenue, Livermore 94550
447-6671

Merritt College, Human Services Dept., 12500 Campus Drive, Oakland 94619
531-4911

Oakland Adult School, 2455 Church Street, Oakland 94605
638-8484

Piedmont Adult School, 800 Magnolia Avenue, Piedmont 94611
653-9454

U.C. San Francisco, Continuing Education in Health Sciences Dept. 1308 Third Avenue, San Francisco 94143
666-2894

Vista College, 2020 Milvia Street, Berkeley 94704
841-8431

Foster Care Parents

Alameda County Foster Parents Association, P.O. Box 3818, Hayward 94544
791-1859

Foster parents offer each other support through local chapter meetings and get-togethers throughout the year. The membership fee includes cost for insurance coverage.

Bay Area Foster Homes—JACKIE, 2940-16th Street, San Francisco 94103
863-4340

An organization of foster parents, social workers and interested citizens, this group's purpose is to improve foster care conditions for children. One of their achievements has been to provide external case review to foster situations.

JACKIE (Joint Agency Committee for Kiddies—an Interdenominational Effort), 1900 Fruitvale, Room 3G, Oakland 94601
532-2016

JACKIE volunteers recruit families to become foster parents in temporary emergency situations or for longer placement. This volunteer organization also provides many support services to these special families.

Companionship Groups

These organizations provide companionship and activities for people who are looking for each other.

Big Brothers of the East Bay, 2910 Telegraph Avenue, Room 300, Oakland, CA 94609
452-1219

Boys who need one to one companionship can find a friend with whom to spend recreation hours through this organization. Volunteer Big Brothers of all ages and ethnic backgrounds provide activities to let young boys know they care—walks in the park, sports, other entertainment. Free!

Big Sisters of the East Bay, 3008 Lakeshore Avenue, Oakland, CA 94610
444-2596

Big Sisters provides adult companionship to girls 5 — 17 years old on a one-to-one basis. A Big Sister makes a one year commitment to 2 outings or meetings with the Little Sister each month.

"Buddy System", (sponsored by the Alameda Family Service Agency), 746 Eagle Avenue, Alameda, CA 94501
521-4151

This volunteer program matches concerned adults with children who live in the city of Alameda so that both may benefit from an ongoing, caring relationship. Individuals are paired by a professional social worker according to common interest and needs.

Family Companion Program, (sponsored by the City of Oakland "Volunteers for Oakland"), 1417 Clay Street, Oakland, CA 94612

Family Companions is a project designed to bring generations together by having families and older individuals or couples adopt each other. The staff interviews each separately and then matches the people on the basis of similar interests. The "adoptive" families and "grandparents" agree to share at least two activities a

month for as long as their relationship is mutually satisfactory. There are also resource specialists available and optional social events for the participants planned by the project staff.

Operation Sisters United, 1166-62nd Street, Oakland, CA 94608
653-3815

Sisters United is a volunteer program in which older women try to provide positive role models for teenage girls. Rehabilitative services include counseling, tutoring and recreational programs.

Want to Know More? Want to Do More?

Being a parent is powerful. Each of these organizations promotes that concept—each with its own particular twist.

Abuse

National Committee for Prevention of Child Abuse, 332 S. Michigan Avenue, Suite 1250, Chicago, IL 60604
(312) 663-3520

This group sponsors seminars and workshops to promote awareness of the problem of child abuse.

Adoption

Advocates for Black Children, 669 Oakland Avenue, Oakland 94611
654-9149

This group advocates for the rights of black children primarily in adoption situations.

Adoptee's Liberty Movement Association (ALMA), P.O. Box 2341, Alameda 94501
523-4774

ALMA is dedicated to helping people over the age of 18 search and find each other—adoptees, natural parents of children who have been adopted, adoptive parents (and other relatives) of searching adoptees. Volunteers assist people through search procedures and methods to attain family reunions.

North American Center on Adoption, (sponsored by the Child Welfare League), 67 Irving Place, New York, N.Y. 10003
(212) 254-7410

Every child has a right to a permanent family—that's the guiding philosophy of this organization. The center has a vast store of information, advocacy tools, literature sources, and its own publications devoted to the many aspects of adoption.

Infants, Newborns, and Unborns

Coalition to Fight Infant Mortality, P.O. Box 1425, Oakland 94604
763-1982

This coalition of concerned community agencies has gotten together to examine and investigate the high infant mortality rate associated with some areas of Oakland. In addition to analyzing the data their investigative team has gathered from over 40 agencies, they hope to make recommendations and plans to better the situation for the mothers, fathers and babies of the future. Call them to get involved.

Infant-Toddler Commission, California Association for the Education of Young Children, (call BANANAS for local contact)

Formed to advance the "state of the art" of caring for infants in group settings, this commission meets regularly in Northern and Southern California respectively. Anyone who is interested in the various methods of infant nurturing and education or in promoting this field should get involved with this group.

International Childbirth Education Association, P.O. Box 20048, Minneapolis, MN 55420
(612) 854-8660

This organization represents advocates for family-centered maternity care.

Maternity Center Association, 48 East 92nd Street, New York, NY 10028
(212) 369-7300

If you're looking for a family-centered maternity center anywhere in the US, you can call this organization. It also advocates for improvements in the quality of maternity services and works toward changing national policies in childbirth and infant care.

Resources for Infant Educarers, National Office, 1550 Murray Circle, Los Angeles, CA 90026
(213) 663-9610
Local Contact, 3052 Jordan Rd, Oakland 94602
531-6226 .

An organization formed to promote the Pikler method of rearing children to become secure, independent adults with initiative, creativity and feelings of competence.

Society for the Protection of the Unborn Through Nutrition (SPUN), 17 N. Wabash, Suite 603, Chicago, IL 60602
(312) 332-2334

This is an organization dedicated to improving maternal and infant health by the establishment of scientific standards for nutrition management in prenatal care.

Parenting Education Groups

A.P.P.L.E., 4 G Street, San Rafael 94901

California Parenting Institute, 342 Keller Street, Petaluma 94952

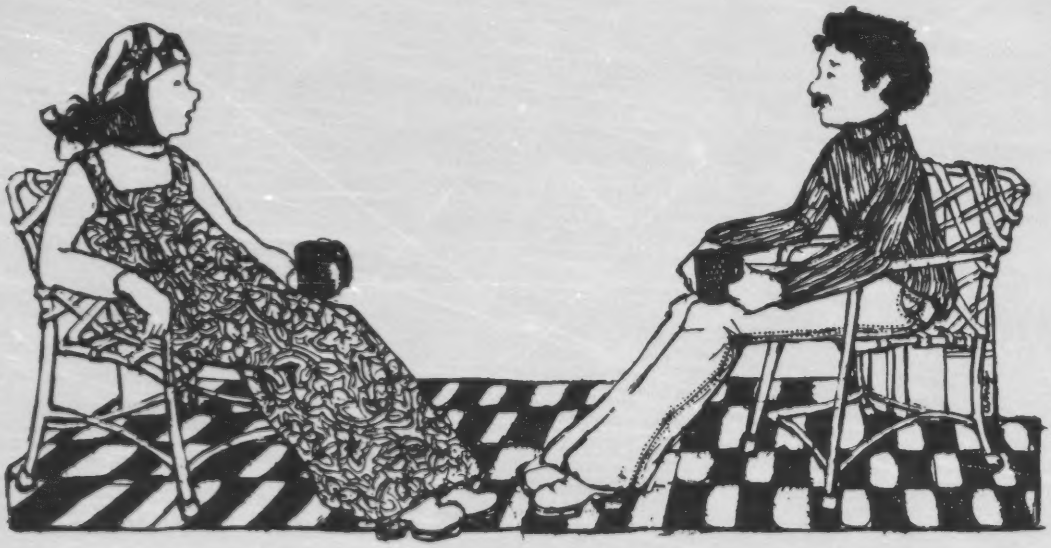
California Task Force on Positive Parenting, (Call BANANAS for the latest local contact)

Family Focus, 2300 Green Bay Road, Evanston, IL 60201

PAR (Parents as Resources), 464 Central, Northfield, IL 60093

National Forum of Catholic Parent Organizations, 1 Dupont Circle, Suite 350, Washington, D.C. 20036

Profession of Parenting Institute, 1609 Poplar Street, Philadelphia, PA 19130



Sex Education

Planned Parenthood is one of the best local resources for information on sex education for children, adolescents and parents. They have many fine brochures and bibliographies on topics related to sexuality. (see pages 140-42)

Sex Information and Education Council of the United States, 84 Fifth Avenue, New York, N.Y. 10011
(212) 929-2300

This organization is a clearinghouse for information on valuable resources and materials available for health professionals, teachers, parents and young people. They have especially good resources for parents to deal with their children's sexuality. Ask for their publications catalog.

Wills: Some Thoughts on Writing One

Most parents have very definite ideas about what they would want to happen to their children (and how they would want their assets used) if they should die while their children are young. Although the idea of writing a will may make you uneasy, it is the only way to assure that, in the event of your death, your wishes will be carried out. It is important for you to have a will regardless of how much money you have.

Without a will, the law will automatically decide what will happen both to your children and to your assets. Typically children would be placed in the custody of your spouse or ex-spouse (if one exists). Otherwise they would be placed in the custody of your or their next of kin.

If you want to plan your children's support and determine how your assets (including insurance benefits) would be used, you need a will and probably a trust fund for your children.

If you are divorced, and do not want your child reared by your next of kin, or you have definite ideas about how and where they should grow up, you especially need a will.

Wills do not have to be complex to be effective but *they must be legally correct. There are very rigid rules about how they must be written*, and an *error could make your will void.* As a result, it is essential to get legal advice when you write your will. Consulting an attorney is the safest way to write a will. There are also self-help law books in bookstores or from Nolo Press which include sample will forms. These are not designed for parents of young children, however, and may not include all of the information you need. If you use one of these books, be sure it is written for California residents. If you use an attorney, find out when you first call whether s/he has written wills for other parents of young children and approximately how much s/he will charge. Call two or three lawyers and compare them before you select one to advise you on this important parenting task.

Books on Parenting

This selected bibliography is offered as a starting point for parents who are every day trying to understand and solve problems with their children, as well as trying to help them grow and develop. Many books are now available from various points of view so parents should use their own judgement as to which are best for their family and lifestyle. Don't forget to ask the librarian for help in selecting special books.

■ *New and Expectant Parents*

Baby and Child Care by Dr. Benjamin Spock. New York: Pocket Books, 1980.

Best Bets for Babies by Brooke Mckamy Beebe. New York: Dell Publishing Co., 1981.

The Father Book by Rae Grad, Deborah Bash, Ruth Guyer et al. Washington, D.C.: Acropolis Books Ltd., 1981.

The First Month of Life by Glenn R. Stoutt, Jr., M.D. New York: New American Library, 1981.

The First Three Years of Life by Burton L. White Englewood Cliffs, NJ: Prentice-Hall, Inc. 1975.

The First Twelve Months of Life by Frank Caplan. New York: Grosset & Dunlap, 1973.

Having a Baby After Thirty by Elisabeth Bing and Libby Colman. New York: Bantam Books, Inc., 1975.

"Home Made Baby Food" (Pamphlet) compiled by the City of Berkeley Department of Public Health, 2180 Milvia, Berkeley 94704 (644-6637).

Infant Care (1971-0178), U.S. Printing Office, Superintendent of Documents, Washington, D.C. 20402.

Infants and Mothers, Differences in Development by T. Berry Brazelton, M.D. New York: Dell Publishing Co., 1969.

The Joy of the Only Child by Ellen Peck. New York: Dellacourte, 1977.

Nursing Your Baby by Karen Pryor. New York: Harper & Row, 1973.

Parent Express (Monthly newspaper), Cooperative Extension in Alameda County, University of California, 224 West Winton Avenue, Room 162, Hayward 94544, (415) 881-6341

The Second Twelve Months of Life by Frank Caplan. New York: Grosset & Dunlap, 1977.

Up Against the Clock: Career Women Speak on the Choice to Have Children by Marilyn Fabe and Norma Wikler. New York: Random House, 1979.

What Now? A Handbook for New Parents by Mary Lou Rozdilsky and Barbara Banet. New York: Charles Scribner's Sons, 1972.

When Pregnancy Fails—Families Coping with Miscarriages, Stillbirth and Infant Death by Susan Borg and Judith Lasker. Boston, MA: Beacon Press, 1981.

"Why Breastfeed?" (Pamphlet) by Ruth Levy Guyer and Margaret Wolf Freivogel available from the Alliance for Perinatal Research & Services, Inc., 321 South Pitt Street, Alexandria, VA 22314.

The Womanly Art of Breastfeeding by The La Leche League. Franklin Park, IL: Interstate Printers and Publishers, Inc., 1976.

■ *New Baby! Books for Children*

I Want to Tell You about My Baby by Roslyn Banish. Berkeley: Wingbow Press, 1982.

She Come Bringing Me that Little Baby Girl by Eloise Greenfield. New York: Lippincott, 1971.

That New Baby—An Open Family Book for Parents and Children Together by Sara Bonnett Stein. New York Walker & Co., 1974.

We Got this New Baby at our House by Janet Sinberg. New York: Avon Books, 1980.

■ *General Parenting Books*

"Am I Parent Material? by the National Organization for Non-Parents, 3 North Liberty Street, Baltimore, MD 21201.

Between Generations: The Six Stages of Parenthood by Ellen Galinsky. New York: Times Books, 1980.

Between Parent and Child by Dr. Hiram G. Ginott. New York: Avon Publishers, 1969.

The Black Child by Dr. Phyllis Harrison-Ross and Barbara Wyden. New York: Berkeley Publishing Corp., 1974.

Black Child Care by James Cromer and Alvin Pouissaint. New York: Simon & Schuster, 1975.

Black Parents' Handbook—A Guide to Healthy Pregnancy, Birth and Child Care by Clara J. McLaughlin. New York: Harcourt Brace Jovanovich, 1976.

"Caring about Kids" (Pamphlets) available from the National Institute of Mental Health, Public Inquiries, 5600 Fishers Lane, Rockville, MD 20857.

The Fathers' Almanac by S. Adams Sullivan. New York: Dolphin/Doubleday, 1980.

Growing Up Free: Raising Your Child in the 80's by Lottie Pogrebin. New York: McGraw-Hill, 1980.

The Inner Parent by Susan Isaacs and Marti Keller. New York: Harcourt Brace Jovanovich, 1979.

Kids—Day In and Day Out edited by Elisabeth L. Scharlatt and Christopher Cerf. New York: Simon and Schuster, 1979.

The Magic Years, Understanding and Handling the Problems of Early Childhood by Selma H. Fraiberg. New York: Charles Scribner's Sons, 1959.

The Mother's Almanac by Marguerite Kelly and Elia Parsons. Garden City, NY: Doubleday & Company, 1975.

"Moving and Children" (Pamphlet) available from The American Movers Conference, Suite 806, 1117 North 19th Street, Arlington, VA 22209.

Nurturing News—A Forum for Men in the Lives of Children (Newsletter) For an examination copy, send 50¢ plus 9" sase to Nurturing News, 187 Caselli Avenue, San Francisco 94114.

Ourselves and Our Children—A Book By and For Parents by the Boston Women's Health Book Collective. New York: Random House. 1978.

Parents Press, call or write 5214 Boyd Avenue, Oakland 94618, 655-2883.

P.E.T. Parent Effectiveness Training by Dr. Thomas Gordon. New York: Plume Books, 1975.

Practical Parenting, write to 18318 Minnetonka Blvd, Deephaven, MN 55391.

Sesame Street Parents' Newsletter published by Children's Television Workshop, P.O. Box 2889, Boulder, CO 80322.

Toddlers and Parents by T. Berry Brazelton, M.D. New York: Dell Publishing Co., 1974.

Books on Adoption

■ *For Adults*

Adopting a Child by Maxine Phillips. New York: 1980. Write Public Affairs Pamphlet #585, 381 Park Avenue South, New York 10016.

Adopting the Older Child by Claudia Jewett. Cambridge, MA: Harvard Common Press, 1978.

The Adoption Triangle: The Effects of the Sealed Records on Adoptees, Birth Parents and Adoptive Parents by Arthur Sorosky, MD., Annette Baran and Reuben Pannor. New York: Anchor Press/Doubleday, 1978.

Directory of Inter-Country Adoptions (Stock No. 017-091-00233-9), *Inter-Country Adoption Guidelines*, (Stock No. 017-091-00232-1), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Mixed Families: Adopting Across Racial Boundaries by Joyce A. Ladner, New York: Anchor Press/Doubleday, 1977.

■ *For Children*

The Adopted Family by Florence Rondell and Ruth Michaels. New York: Crown Publishers Inc., 1965.

The Adopted One by Sara Bonnett Stein. New York: Walker and Co., 1979.

Somebody Else's Child by Roberta Silman. New York: Dell Yearling, 1976.

Books on Death

All children encounter loss and death and should not be protected from activities associated with dying and death. Most of the following books will help parents clarify their own attitudes, will answer a child's curiosity about death or will soothe the pain when death occurs to someone close to them. More ideas and bibliographies can be obtained through the libraries or through organizations such as The Shanti Project and Compassionate Friends.

■ *Books for Adults*

The Bereaved Parent by Harriet Sarnoff Schriff. New York: Penguin Books, 1978.

Explaining Death to Children, by Earl Grollman. Boston: Beacon Press, 1967.

Should the Children Know? Encounters With Death in the Lives of Children by Marguerita Rudolph. New York: Schocken Books, 1978.

Talking About Death by Earl Grollman. Boston: Beacon Press, 1976.

■ *Books for Children*

About Dying—An Open Family Book for Parents by Sara Bonnett Stein. New York: Walker & Co., 1974.

Blew and the Death of the Mag by Wendy Lichtman. Albion Calif.: Freestone Publishing Co., 1975.

Charlotte's Web by E.B. White. New York: Harper & Row, 1952.

The Dead Bird by Margaret Wise Brown. Reading, Mass: Young Scott Books, 1965.

Learning To Say Goodbye When a Parent Dies by Eda Le Shan. New York: Seabury Press, 1976.

Stories From a Snowy Meadow by Carla Stevens. New York: Seabury Press, 1976.

The Tenth Good Thing About Barney by Judith Viorst. Hartford, Conn: Atheneum, 1971.

Books on Divorce

Since divorce is such a common occurrence in this country, there are many books written on this subject—from the child's point of view, the parent's, the grandparent's, the new parent's.

■ *For Parents*

California Marriage & Divorce Law, How to Adopt Your Stepchild, How to Do Your Own Divorce in California. All published by Nolo Press, 950 Parker, Berkeley 94710, 549-1976.

Co-Parenting, A Source Book for the Separated or Divorced Family by Miriam Galper. Philadelphia, PA: Running Press, 1978.

The Disposable Parent—The Case for Joint Custody by Mel Roman and William Haddad. New York: Holt, Winston and Rinehart, 1978.

The Single Parent Experience by Carole Klein. New York: Avon Books, 1973.

Stepparenting by Jean and Veryl Rosenbaum. New York: E.P. Dutton, 1977.

Talking with Families about Divorce (Pamphlet), write to Family Communications, Inc., 4802 Fifth Avenue, Pittsburg, PA 15213.

■ *For Children*

Divorce is a Grown-Up Problem by Janet Sinberg. New York: Avon Books, 1978.

The Kid's Book of Divorce by Eric Rofes and students of Fayerweather Street School. Lexington, MA: Lewis Publishing Co., 1981.

My Other Mother, My Other Father by Harriet Langsam Sobol and Patricia Agre. New York: Macmillan, 1979.

Books on Sex Education & Reproduction

There are many books on reproduction; the ones for children vary a great deal from the very impersonal "how it is done" type to the very romantic versions. When selecting a book for your child you might want to consider: whether the book actually depicts the birth of a baby, sexual intercourse, gestation, the cycles of reproduction in humans and in nature, and finally whether you feel comfortable with the format and ideas. Books on reproduction can help you introduce this important subject, but the real parenting work involves sharing personal feelings and insights.

For Adults

The Flight of the Stork, What Children Really Want to Know About Sex—and When by Anne C. Bernstein, Ph.D. New York: Delacorte Press, 1978.

■ *For Young Children*

A Baby is Born by M.I. Levine and J.H. Selegman. Racine, WI: Golden Press, 1962.

How Babies Are Made by A.C. Andry and S. Schepp. New York: Time-Life Books, 1973.

The Wonderful Story of How You Were Born by Sidonie Greenberg. New York: Doubleday & Co., Inc., 1973.

■ *For Slightly Older Children*

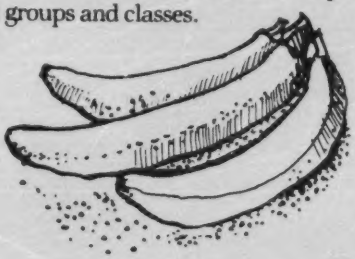
Boys and Sex and *Girls and Sex* by Wordell Pomeroy. New York: Dell Press, 1973.

■ *For Teens*

Changing Bodies, Changing Lives; A Book for Teens on Sex and Relationships by Ruth Bell and other co-authors of *Our Bodies, Ourselves*. New York: Random House, 1980.

Here's How Bananas Can Help You

Bananas helps parents help themselves—parent advocacy is our roots. We help them find baby-sitters and childcare situations, find other parents to exchange care with or to talk to and form their own solutions. We also have lists of private support groups and classes.



Your Child's School

Supporting Our Teachers

You can help in your children's classrooms by letting their teacher(s) know something about you and your availability for conversation and/or participation. Write a letter to the teacher at the beginning of the year saying, in part, that you want to establish a good relationship with your child's new teacher, whether you work at or outside the home, that you are always available in times of emergency and usually at some specified part of the day for regular communications.

Suggest, too, in your letter, ways in which you might be able to help in classroom activities, such as:

- Help in a telephone tree to call other parents about specific events or parent-teacher conferences.
- Help plan or work on the evening of a special event.
- Donate free scrounge items which you can locate or which might be available at your work site.
- Help in the classroom on a day off.
- Keep a current events display by cutting out items from the newspaper.
- Make a collection of something like leaves, or rocks, or whatever items might interest the class.
- Come to the classroom to tell about the kind of work you do; or if your job is appropriate for a field trip, offer to arrange one during the year.
- Offer to do some of the compiling and collating of school messages or to grade workbooks which your child can bring home.
- You can also help in a larger, more general way, by being active in the school's PTA or Parent Group.

Parent-Teacher Conferences

Parent-teacher conferences are downright scarey to some parents. Other parents feel fine about them. This is intended for those of us who do feel anxious. Often we go expecting the worst and are too emotionally involved to get the best out of them. Conferences should work both ways —the teacher sharing information with you and you sharing information with the teacher. Here are a few suggestions for making the situation a little less stressful:

Don't assume that you are going to hear something "negative" about your child. On the other hand, don't be disappointed if the teacher doesn't see all of your child's good points. Try to go with an open mind. And be on time.

Take the time beforehand to write down any and all questions you have about the curriculum, your child's progress, etc. It is easy to forget even a very important question when you are nervous. Ask your child if s/he has any concerns you should discuss with the teacher.

At the conference, don't hesitate to ask the teacher to be more specific if you are unclear about what s/he is telling you. "*John is having trouble adjusting to school*" could mean John is very quiet and shy or John is constantly picking fights—two very different situations. Remember to raise all your child's concerns.

Try to clearly separate any problems into two baskets:

Academically related

In these cases, find out exactly which academic skills your child needs to work on & get the teacher's specific suggestions for what you can do at home (i.e. if your child needs work in reading, find out if listening to him/her read aloud would be useful or if it would be better to work on pre-reading skills). You might want to make another appointment when the teacher will have more time to show you some additional ways you can work with your child.

Behavior Related

Again, find out specifically what it is your child is doing (crying, talking too much, day dreaming, fighting, etc.) that is interfering with his/her progress. Don't hesitate to give the teacher *your* suggestions for handling the behavior problem (remember, you know your child far better). If there are things going on in your child's life which might explain some behavior, say so. You don't have to be too personal. Just letting a teacher know that you are going through a divorce or a favorite pet recently died may put your child's behavior in better perspective and help the teacher, as well.

If a conference really upsets you, take the time afterward to evaluate it—either by yourself or with a spouse or friend. Teachers are humans, too. . .and if you strongly feel a criticism was unwarranted or petty—test your feelings out with someone else who knows your child well. And, take the time to schedule another conference with the teacher to try and clear the air. Maybe a mis-communication is going on & it's important to let the teacher know the extent of your concern.

Talk honestly with your child about the conference. Be supportive & if academic skills need to be sharpened, set aside the time to do so. (Remember, however, that the more fun one has while learning, the more one is apt to learn.) Also, remember that learning specific skills doesn't happen overnight, i.e. you really can't teach Fran the entire alphabet the day after the conference! Praise any progress & minimize the criticism when working with your child at home. If you end up in a fight every time you sit down to work with your child, you need either a new approach or another adult to do the tutoring.

If behavior is the problem, try to elicit from your child what s/he thinks is going on. Children can be very insightful, especially if the query is put in a low-key way. Because you can't accompany your child to school every day, the extent of what you can do in this area is to let your child know clearly what you expect. Sometimes three way conferences with your child present can be helpful.

Public School Regulations

There are a number of state and federal laws that are supposed to insure your child's right to an equal education regardless of race, creed, color, sex, bi-lingualism, handicap, etc. There is also a federal statute (PL 93-380) that gives you the right to see your child's school records and

the right to request that inaccurate or misleading information be removed as well as any information that might constitute an invasion of privacy. This same statute prevents most others from seeing your child's records without your consent.

The problem with all these regulations and laws is that their implementation or enforcement varies widely from district to district. If you are concerned about something that is happening to your child or at your school, first take your concerns to the principal. If you are still dissatisfied, go up your particular district's "chain of command" (area or regional superintendents, etc.).

Your final resort within the district (and sometimes your best one) is to go public and attend a meeting of your local Board of Education. There is a place on the agenda for public comments and concerns. Since the members of the board are elected representatives they may be more responsive that district employees. Remember, however that you must request a closed or executive session with the board if your criticism involves naming a specific employee or employees of the district.

Two things seem to be universal in all districts:

1. the squeaky wheel gets the oil (Be persistent in pursuing the resolution of your concerns!) and

2. the more like-minded parents you take with you to meetings with district employees and/or the Board, the more likely you are to get the desired results.

School Districts

Alameda County Parent Information Number: 881-6201, 224 West Winton Avenue, Hayward, CA 94544

- *North County*

Alameda, 2200 Central Avenue, 94501
522-6700

Albany, 904 Talbot Avenue, 94706
526-6441

Berkeley, 2134 Grove Street, 94704
644-6320

Emeryville, 4727 San Pablo Avenue, 94608
655-6936

Oakland, 1025-2nd Avenue, 94606
836-8100 (TTY 836-8264)

Piedmont, 760 Magnolia, 94611
653-6522

- *South County*

Castro Valley, 3300 Norbridge, 94546
537-3000

Dublin, 7416 Brighton Drive, 94566
828-2551

Fremont, 40775 Fremont Blvd. 94538
657-2350

Hayward, 24411 Amador, 94540
784-2600

Livermore, 685 Las Positas Blvd., 94550
447-9500

Newark, 5715 Musick Avenue, 94560
794-2141

Pleasanton, 123 Main Street, 94566
462-5500

San Leandro, 14735 Juniper, 94579
577-3000

San Lorenzo, 15510 Usher, 94580
351-7980

Sunol, P.O. Box A, 94586
862-2026

Union City (New Haven), 34200 Alvarado-Niles Road, 94587
471-1100

Want to Know More? Want to Do More?

Center for the Study of Parent Involvement, 5237 College Avenue, Oakland 94618
652-4968

This organization focuses on education from the viewpoint that parent involvement is healthy and necessary and that it creates a more dynamic system. It offers workshops, information and support to educators and parents.

Children's Assault Prevention Program, 1017 University Avenue, Berkeley 94710
549-3820

This is a pilot project to be conducted in some public schools to teach children methods for dealing with violence of many kinds. CAP arranges workshops for teachers and other school employees to teach them how to get help for families with child abuse problems.

Gifted and Talented Education (GATE), State Department of Education, 721 Capitol Mall, Sacramento, 95814
(916) 322-5954

The GATE program operates within selected school districts throughout California. Recognizing that gifted children have special needs, the program offers curriculum ideas and teaching methods specifically for this group of children.

Information Project on Education, 810 Miranda Green, Palo Alto, CA 94306
948-7425

If you need ideas for improving the effectiveness of your school site council or if you see collective bargaining issues that need to be resolved in your school district, this organization is here to help you. It also provides information, publications and a network to help citizens influence educational decision-making.

National Alternative Schools Program, School of Education, University of Massachusetts, Amherst, MA 01002
(413) 545-0941

Issues in alternative education concern this group. They also publish a newsletter and try to network alternative schools regionally.

National Association for Gifted Children, 217 Gregory Drive, Hot Springs, AR 71901
(501) 767-6933

This organization advances the cause of gifted children and the education, programs and curriculum appropriate to their potential.

National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044

This organization advocates on a national level for the improvement of schools through parent and citizen participation. It publishes useful books like *Who controls the Schools?*, *You Can Improve Your Child's School*, *Single Parents and the Public Schools* and a newsletter called "Network".

National Society for Hebrew Day Schools, 229 Park Avenue South, New York, NY 10003
(212) 674-6700

The advancement of the Hebrew day-school movement is the prime focus of this organization.

United Synagogues of America, 155 Fifth Avenue, New York, NY 10010
(212) 533-7800

An educationally-oriented group which pro-

motes meaningful education within Jewish family life, this group helps religious schools and supports parent education.

Books on Education

■ *For Adults*

Death at an Early Age by Jonathan Kozol. Boston: Houghton Mifflin, 1967.

Freedom Not License by A.S. Neill. New York: Pocket Books, 1978.

"Growing Without Schools" (newsletter), 308 Boylston St., Boston, MA 02116.

How Children Learn by John Holt. New York: Pitman, 1967.

The Open Classroom by Herbert R. Kohl. New York: New York Review, 1969.

Summerhill by A.S. Neill. New York: Hart, 1960.

Teacher by Sylvia Ashton-Warner. New York: Bantam Books, 1963.

Thirty-Six Children by Herbert Kohl. New York: Signet, 1967.

■ *For Children*

A Child Goes to School, by Sara Bonnett Stein. Garden City, NY: Doubleday Dolphin, 1978.

First Day in School by Bill Benzen. Garden City, NY: Doubleday, 1972. (Available in Spanish)

Will I Have a Friend? by Miriam Cohen. New York: Macmillan, 1972.

Family Support Services

Counseling Services

Sometimes the problems we have in ourselves or with others are too difficult or complicated to solve alone and talking with someone else can help.

Some issues to consider are:

1. How will the counselor work with the family?
2. What are the fees and how are payments made?
3. What languages are spoken?
4. What is the training of the counselor you will be seeing?
5. Is there a waiting list? how long?
6. Is the clinic near your home?

Counseling Services for Adults, Children, Family or Groups

■ *North County*

Alameda County Health Care Services Agency/Child and Family Medical Health Center, 285-17th Street (corner 17th & Harrison), Oakland 94612
874-5126
Additional services: treatment of developmentally disturbed and physically handicapped children.

Ann Martin Children's Center, 1250 Grand Avenue, Piedmont 94610
655-7880
Additional services: treatment of children who have learning problems.

Berkeley Mental Health Services-Adult Clinic, 2640 Grove Street, Berkeley 94704
549-2303
Additional services: alcohol and drug counseling.

Catholic Charities, 433 Jefferson Street, Oakland 94607
834-5656
Additional services: concerned with problems of Asian families.

Catholic Social Services, 10122 East 14th Street, Oakland 94603
569-9307

CHANGE, Inc. (Community Health Alliance for Neighborhood Growth & Education), 2880 Sacramento Street, Berkeley 94702
845-7320
Additional services: emphasis on helping students having trouble with drugs and truancy.

Children's Trauma Center, Children's Hospital Medical Center, 51st & Grove Streets, Oakland 94609
428-3401
Additional services: therapy and support for abusive families and a pre-school for children who have been abused.

Family Guidance Services, Children's Hospital Medical Center, 51st & Grove Streets, Oakland 94609
428-3570

The Family Institute of Berkeley, 1905 Berkeley Way, Berkeley 94704
548-3400

Family Service Agencies of the East Bay
Additional services: working with children or adults who have been sexually abused.
746 Eagle Avenue, Alameda 94501
521-4151
2640 College Avenue, Berkeley 94704
845-1929
445-30th Street, Oakland 94609
834-5433

Family Youth and Children's Center, 2509 Milvia Street, Berkeley 94704
644-6617

A Feminist Group Practice, 2728 Russell Street, Berkeley 94705
845-5178
Additional services: low-cost clinic in student intern therapy program.

Herrick-East Bay Psychiatric Care Center, Psychiatric Clinic Services for Children, 2001 Dwight Way, Berkeley, CA 94704
540-4450

Oakland Community Counseling, 341 MacArthur Blvd., Oakland 94610
839-1010
Additional services: drug counseling and groups for parents of teen-agers.

Pacific Child and Family Counseling Center, 303 Van Buren Avenue, Oakland 94610
465-3507
Additional services: sponsors a pre-school for children with learning or developmental problems.

Psychotherapy Institute, 2320 Channing Way, Berkeley 94704
548-2250

UC Berkeley Psychology Clinic, 2205 Tolman Hall, Berkeley 94720
642-2055

West Coast Children's Center, 1501 Washington Avenue, Albany 94706
527-7249

The Wright Institute for Psychological Services, 2728 Durant Avenue, Berkeley 94704
548-9716

■ *South County*

Catholic Social Services
1544 "B" Street, Suite 1, Hayward 94541
886-1331
3667 Decoto Road, Fremont 94536
792-2444

Clinic for Adults and Children, 2287 Washington Avenue, San Leandro 94577
483-4550

Additional services: a program for children with learning problems.

Eden Children's Center—(Fairmont Hospital), 15400 Foothill Blvd., San Leandro 94578
577-1530

Family Service Agencies of the East Bay
4537 Mattas Drive, Fremont 94536
793-4411
24301 Southland Drive, Suite B6, Hayward 94545
887-1843
3311 Pacific Avenue, Livermore 94550
447-5031
1120 Carpentier Street, San Leandro 94577
433-6715

Project Eden, 22738 Mission, Hayward 94541
538-3818

Additional services: rap groups for individuals who have had trouble with the law.

Psychological Educational Services Center, California State University, Hayward, 25800 Carlos Bee Drive, Hayward 94544
881-3007

San Leandro Community Counseling, 206 Juana Avenue, San Leandro 94577
352-5431

Additional services: counseling for spousal violence and child abuse.

Valley Memorial Hospital Crisis Intervention Service, 1111 East Stanley, Livermore 94550
447-7000

Additional services: support for families coping with hospitalization and illness.

Counseling Services for Specific Populations

- *North County*

Asian Community Mental Health Services, 310-8th Street, Oakland 94607
451-6729

El Centro, 1900 Fruitvale Ave., 3rd Floor, Suite 3A, Oakland 94601
532-2970

Sponsored by Clinica de la Raza

International Institute of the East Bay, 297 Lee Street, Oakland 94610
451-2846

Additional services: interpreter service in Cantonese, Dutch, French, German, Japanese, Mandarin, and Spanish.

Jewish Family Service of the Greater East Bay, 3245 Sheffield Avenue, Oakland 94602
532-6314

- *South County*

La Familia Counseling Center, 696 "B" Street, Hayward 94541
881-5921

Support Services for Specific Populations

Adelante, 2198-6th Street, Berkeley 94710
549-0232

Additional services: job counseling and support services to Spanish speaking people and others.

Asians for Job Opportunities in Berkeley (AJOB), 1617 University Avenue, Berkeley 94703
548-6700

Barrio Family Center, 1900 Fruitvale Avenue, Suite 1B, Oakland 94601
261-7839

Filipino Speaking Council, 1526 San Pablo Avenue, Oakland 94612
763-3672

Korean Community Center of the East Bay, 477-15th Street, Oakland 94612
835-9461

Oakland Chinese Community Council,

310-8th Street, #215, Oakland 94607
839-2022

Union City Centro de Servicios, 525 H. Street, Union City 94587
489-4100

Specialized Counseling Services

Family Law Counseling Center, 2320 Channing Way, Berkeley 94704
548-5551

This is a service offering teams of professionals in the legal and psychological fields who help couples negotiate divorce agreements. They help people with trial separation statements, divorce proceedings, cooperative parenting agreements, post divorce conflicts and living-together contracts. They also offer community workshops for a fee.

Hotline, Inc., 4361 Railroad Avenue, #F, Pleasanton 94566
462-5544 (business line)
462-5733 (drug and alcohol counseling)
828-HELP (24 hour crisis line)

This multi-service switchboard offers youth and family services, drug and alcohol counseling, education and training programs to Tri-Valley residents. Special projects focus on youth and teenagers. Spanish and English counseling is available.

The Institute for Labor and Mental Health, 3137 Telegraph Avenue, Oakland 94609
653-6166

This organization sponsors counseling for working people, offering occupational stress groups, groups for older workers, teen-agers, women, and Third World workers.

Mental Health Advocates, 1801 Adeline, #211, Oakland 94607
835-5532
South County Contact: 886-9233

Free information and referral to counseling and/or emergency services is available to mentally disabled people through this agency.

Operation Concern, 2483 Clay Street, San Francisco 94115
563-0202

This counseling/referral service for gay men, lesbians and children is associated with the Pacific Medical Center. Sessions are held at the Operation Concern office and at private practices throughout the Bay Area.

Pacific Center for Human Growth, 2712 Telegraph Avenue, Berkeley 94704
841-6224

This is a training and counseling service for gay and lesbian people.

Prison Match (Mothers And Their Children), Pleasanton Childrens Center Program, National Council on Crime and Delinquency, 760 Market Street, Suite 433, San Francisco 94102
956-5651

This is a program which brings imprisoned mothers and their children together. Resources and family services in the community are identified and shared with the "moms" as a way of keeping them in touch with people who can help their children.

San Francisco Sex Information, P.O. Box 99054, San Francisco 94109
665-7300

This is a telephone line staffed by trained volunteers who will speak to adults and children about sexual concerns. They provide information and referrals as needed and have a speakers bureau.

Sex Counseling Clinic (UC Medical Center), 400 Parnassus, A843, San Francisco 94143
666-4623 or 666-4787

Counseling to individuals and couples who are experiencing concerns regarding their sexual relationships and/or sexual functioning is offered

here. Services include sex education, medical evaluations, short-term sex counseling and referrals where appropriate.

Shanti Project, 1314 Addison Street, Berkeley 94702
849-4980 (24 hour message phone)

Shanti volunteers offer free counseling to anyone with a life-threatening illness, family members of a seriously ill person, or to anyone who is grieving. They are willing to go to the client. With support and training supplied by professional consultants, these volunteers offer services in a variety of languages—Tagalog, Italian, Spanish, German.

Especially for Teenagers

Berkeley Asian Youth Center, 1414 Walnut Street, Berkeley, CA 94709
849-4898

This youth center offers academic tutoring in English as a second language, essay writing as well as the usual school subjects. It also provides recreational activities for all ages of young people.

Berkeley Youth Alternatives, 2141 Bonar Street, Berkeley, CA 94702
849-1402

Shelter for youths 12-18 years (mainly high school) for up to 30 days with parent's permission to stay overnight. Counseling to children and their families, recreation program, advocacy for foster home placement are all available to the families served.

East Oakland Youth Development Center, 8200 East 14th Street, Oakland, CA 94621
569-8088

This free multicultural organization offers a variety of activities, counseling, referrals to other organizations, and preparation for GED (12-20 year olds).

Eden Youth Center, 680 W. Tennyson Road, Hayward 94544
887-1146

A comprehensive group of services is offered at this site for youth in the Hayward area. Services include health care, family counseling, shelter, recreation and classes.

Family Crisis Intervention Unit, Alameda County Probation Department, 2300 Fairmont Drive, San Leandro, CA 94578
577-1254

Crisis intervention is offered free to families of adolescents who are either runaways, truants, or have drug and alcohol-related problems. Interviews are conducted with the family to help sort out the situation and make plans.

Horizons Youth and Family Counseling, 3311 Pacific Avenue, Livermore, CA 94550
443-4433

Provides individual and family counseling for young people (ages 8-18) and their families, primarily referred through the juvenile justice system. (No fee, by appointment only, serving the entire Livermore valley.)

Kairos Unlimited, 6001 Camden, Oakland, CA 94605
635-5787

Live-in cool-off home for girls 12-18 years old. Length of stay is 15-30 days. Parent's permission for girls to remain there is necessary. Girls attend regular school and must abide by curfew. Counseling is available for girls and their parents.

Perry Place, 604 Mandana, Oakland, CA 94610
444-5590

This shelter is for children 8-17 years. Parent's permission is not required for the first 48 hours of stay. It is staffed and run by Alameda County Juvenile Probation Department. All referrals must go through the police department.

Police Departments

Most local police departments also offer counseling and referral for teenagers and young adults. Call your community police department for hours.

Second Chance, 6214 Thornton Avenue, 6173 Bain Avenue, Newark, CA 94560
792-4357

Free counseling is available here for youths up to 18 years old who are runaways, having drug problems or are otherwise in crisis. Family and individual counseling also are offered.

Toliver Center, 1651 Adeline, Defremery Park Building, Oakland, CA 94607
832-4544

Free counseling for families with adolescents having problems with school, family, etc. Some parent groups are offered. Youth recreation programs are planned through Defremery Park.

Young Adult Project, 1890 Alcatraz Avenue, Berkeley 94703
644-6226

Greg Brown Center, 1907 Harmon Street, Berkeley 94703
644-6116

This is a free service for Berkeley youth age 10-18 years. They provide counseling (individual, group and family), tutoring, have an in-school teaching and counseling service, provide classes, excursions and YCCIP project-which teaches minor home repair while providing this service to senior and disabled persons.

Youth Development Project, 1845 Magellan Drive, Oakland, CA 94611
339-9498 (24 hour service)

This short-term residential home for boys and girls ages 12-17 offers individual, group and family counseling in crisis situations. Families must be willing to become involved in counseling. There is also a non-residential outreach program that families may participate in for up to a year.

Youth Services, Oakland Chinese Community Council, 261-11th Street, Oakland, CA 94607
835-8497

A comprehensive program serving all aspects of youth needs—employment programs, recreational activities, field trips, personal and family counseling, career guidance and tutoring. It also provides a bi-lingual/bi-cultural drop-in center for 12-18 year olds.

Xanthos, 1724 Santa Clara, Alameda, CA 94501
522-8363

Xanthos offers counseling, employment and educational services for families in the City of Alameda. Runaways are accepted. This program serves people speaking Spanish, Korean, Vietnamese, and Tagalog as well as English.

Especially for Women

Advocates for Women, 2054 University Avenue, Suite 500, Berkeley, CA 94704
549-0383 (North County)
22630 Foothill Boulevard, Hayward, CA 94541
537-9026 (South County)

Skills training program and support services for women who are changing professions or entering the workforce for the first time. Tutoring, individual counseling, group workshops, and job placements are offered. Free.

Bay Area Women Against Rape (BAWAR), P.O. Box 240, Berkeley, CA 94701
845-RAPE (24 hour crisis line)

This organization operates a free crisis line, provides escorts to the hospital and police, and offers rap groups for rape victims. It also provides speakers for high schools and other groups as part of its community education program.

Berkeley Women's Center, 2908 Ellsworth Street, Berkeley, CA 94705
548-4343

A collectively-run information, referral, and support center for women. Staff offers information on feminist therapy, women's groups, jobs, legal aid and housing. Free evening programs include rap groups, lectures and classes. They also sponsor on-going groups for lesbians and bi-sexuals.

CHOICE—The Institute of the Middle Years, 804 Santa Barbara Road, Berkeley 94707
524-1455

This organization provides support, psychotherapy referrals, and evening meetings for women in mid-life who are looking for new opportunities. They also publish a monthly newsletter.

East Bay N.O.W., P.O. Box 10166, Oakland 94610
834-7897

This is the local chapter of the National Organization for Women which is dedicated to achieving the passage of the Equal Rights Amendment as well as progressive legislation regarding women's issues.

Insights, (sponsored by the Oakland Community Counseling Center), 341 MacArthur Blvd., Oakland 94610
839-1010

A program specifically designed to treat women experiencing dependence on prescription drugs and difficulty with managing stress in their lives. Individual, group, couple and family counseling is available.

Rape Prevention Education Program, 388 Cowell Hospital, University of California, Berkeley, CA 94720
642-7310

This group provides community education, advocacy, referrals and crisis counseling to women around rape and sexual harrassment.

Turning Point Career Center for Women, University YWCA, 2600 Bancroft Way, Berkeley 94704
848-6389

The Turning Point is a place where women of varying ages and ethnic backgrounds plan and participate in conferences, seminars and workshops on a variety of issues and topics. The center maintains a career resource library, job listings and current information on services and resources provided by other community and private career counseling services.

Women Against Violence Emergency Shelter (WAVES), P.O. Box 1121, Berkeley 94701
893-HELP

This is an organization which offers support groups, advocacy, counseling groups, information and referral free to all battered women.

Women Anonymous, 22175 Montgomery Street, Hayward 94541
889-8558

Through this organization, women in South County are offered educational support groups, get acquainted and in-depth discussion groups, and peer counseling. A drop-in center is available during limited hours; call first.

Women Organized Against Sexual Harrassment, 388 Cowell Hospital, UC Berkeley, Berkeley 94720
642-7310

Legal referrals and educational materials are available here to women who feel they have experienced sexual harrassment at their job or

Women's Center, Alameda College, L Bldg., Room 110, Alameda 94501
522-7221, ext. 340

Women's Center, Merritt College, Bldg. R, 12500 Campus Drive, Oakland 94619
436-2446

Counselors offer women support, help in de-

veloping a personal action plan, training and help with career decisions and job placement.

Women's Re-entry Programs

There are programs around the country designed to meet the unique needs of re-entry women. Here's where you can find some help—Hayward State older students: 881-3657; women's studies: 881-3852; UC Berkeley, Division of Special Program: (WREAP) 642-9595; Holy Names: 436-1508.

Especially For Men

East Bay Men's Center, 2700 Bancroft Way, Berkeley 94704

This organization offers men's support groups, father groups, rap groups, and workshops staffed by collective volunteers.

Equal Rights for Fathers, P.O. Box 6327, Albany 94706

Free support and information for fathers who are having custodial and/or visitation problems. It publishes a monthly newsletter which discusses legislation and other legal issues related to problems in separation and divorce.

Men's Support Center, 1900 Fruitvale Avenue, Suite 3B, Oakland 94601
261-8997

This center offers services and referrals for men and their partners in the areas of relationships, sexuality, birth control, fertility/infertility, abortion, pregnancy, fathering and related social issues. Services are available through presentations, group discussions, and individual and couple counseling.

Substance Abuse Services

The following are self help groups for individuals and families with problems related to alcohol, drugs and other substances. They are free and offer consultations, referrals and discussion groups. Some have 24-hour telephone lines.

Alcoholics Anonymous, 2910 Telegraph Ave, #100, Oakland 94609
653-4300—24 hours.

Berkeley Alcohol and Drug Services, 2640 Grove Street, Berkeley 94703
845-8550

East Bay Ala-Non and Ala-Teen Information Service, P.O. Box 1203, Alameda 94501
832-8258—24 hours

East Oakland Family Health Center-Drug Info Services, 7515 E. 14th Street, Oakland 94621
568-4882, ext. 294

Gamblers Anonymous, Box 21332, Concord 94521
444-2243

Overeaters Anonymous, 17259 Hesperian Blvd., San Lorenzo 94580
276-4330

Project Eden Drug Info Services, 22738 Mission Blvd., Hayward 94541
538-3818

Legal Rights Services

The organizations listed in this section offer assistance with legal problems families encounter. The services offered range from brief consultations designed to help you decide whether your problem requires legal assistance or not. Some provide free or low cost help to eligible clients. When you first contact any legal service office, ask what they charge, how charges are computed *and* what kind of experience the staff has in advising clients with legal problems like yours.

Alameda County Bar Association Lawyer Referral Service
Oakland—893-8683
Hayward—582-0091
Fremont—797-0244
Valley—829-2220

This service helps people clarify their legal problems and decide whether or not they need a lawyer. If they do, the service refers them to private, fee-charging attorneys. The first half hour consultation with an attorney is charged at a reduced fee. Additional legal advice is on a fee basis as arranged between the attorney and client. Bilingual referrals are available.

Asian Law Caucus, 1322 Webster Street, #210, Oakland 94612
835-1474

Asian Americans can avail themselves of legal assistance in the following: housing, immigration, employment, labor, and misdemeanors.

Bay Area Center for Law and the Deaf, 1320 Webster Street, Oakland 94612
465-9526 (Voice and TTY/TDD)

This free service is for deaf and hearing impaired persons. It provides information about employment, education, housing discrimination and general legal advice.

Berkeley Support Services, 2100 Grove Street, Berkeley 94704
848-3378

Free legal aid and advocacy provided for clients regarding welfare, unemployment, SSI and SSA problems. Referrals are given for food, clothing, shelter and medical and psychiatric help. They can take phone messages and provide a mailing address for people. An overnight shelter is also available.

California Indian Legal Services, 1736 Franklin Street, #1007, Oakland 94612
835-0287

This agency offers legal education and representation in non-criminal cases only. Some tribal languages are spoken by the staff.

Charles Houston Bar Association Lawyer Referral Services, 5904 Foothill Boulevard, Oakland 94605
568-7938

This association provides legal referrals to clients who do not qualify for Judicare (see below).

Centro Legal de la Raza, 1315 Fruitvale Avenue, Oakland 94601
261-3721

Spanish-speaking individuals can receive legal assistance and counseling from this agency.

Equal Rights Advocates (ERA, Inc.), 1370 Mission Street, San Francisco 94103
621-0505

Sex discrimination cases are the specialty of this legal group. Educational workshops are offered. And, it sponsors the Lesbian Rights Project which handles discrimination against lesbians and deals with custody issues.

Gay Legal Referral Service, 890 Hayes Street, San Francisco 94117
621-3900

This office refers people with legal problems to private attorneys experienced in the field of gay rights laws as well as other fields of law. Cases of discrimination, business, criminal and family law are handled. Fee for consultation, then arrangements for payment are made between the client and the lawyer who handles the case.

International Institute of the East Bay, 297 Lee Street, Oakland, CA 94610
451-2846

This organization helps the assimilation of immigrants and refugees into American society and can assist their efforts to bring in their relatives. There is an attorney on staff to help with deportation hearings and Indo-Chinese resettlement. Many languages are spoken here.

Judicare Services Project, 5904 Foothill, Oakland, CA 94602
568-7988

Judicare provides free services on legal problems concerning consumer rights, housing and family law, and income maintenance. Some bilingual services are available.

Legal Aid Society of Alameda County

- *North County*

2357 San Pablo Avenue, Oakland, CA 94612
465-3833

4450 East 14th Street, Oakland, CA 94601
532-5963

1815 Telegraph Avenue, Oakland, CA 94612
451-9261

- *South County*

22531Watkins, Hayward, CA 94541
538-6507

These offices offer legal counseling and representation in areas such as housing, landlord/tenant, welfare, social security, unemployment, and consumer problems. No divorce or domestic cases are handled. Services are free to low income residents of Alameda County. Use the office nearest you.

Pro Per Legal Education Project (Pro Per Collective), 2100 Grove Street, Berkeley, CA 94704
845-0699

Staff members are not lawyers, but all are trained paralegals who offer free legal information so people can represent themselves in areas such as uncontested divorces, bankruptcy, unemployment, small claims, name changes, landlord/tenant disputes and trouble with Social Security Insurance/Welfare.

South Berkeley Welfare Rights Advocacy Center, 3220 Sacramento Street, Berkeley 94702
655-3741

This center offers assistance with applications for welfare benefits and advice on problems with welfare.

Swords to Plowshares Veterans Rights Organization, 944 Market Street, Suite 500, San Francisco 94102
391-6984

This group offers free outreach, VA advocacy, job placement and training, referrals and help in upgrading discharges.

Veterans Assistance Center, 1027 University Avenue, Berkeley, CA 94710
849-2144

Job search assistance is given to Berkeley residents who are veterans. Other free services include benefit counseling, disability compensation, discharge upgrading, Agent Orange counseling, readjustment counseling, food and shelter referrals, court intervention and a veterans-in-prison program.

Victim Witness Assistance Program
North County: 874-6565
South County: 831-6332

Through the District Attorney's office, victims of violent crimes can receive help obtaining money for counseling, medical and legal costs, funeral expenses, and some job-related expenses incurred as the result of a crime.

Information and Referral Services

A Central Place, 477-15th Street, Oakland 94612
834-7897

East Oakland Switchboard, 1909-73rd Avenue, Oakland 94621
569-6369

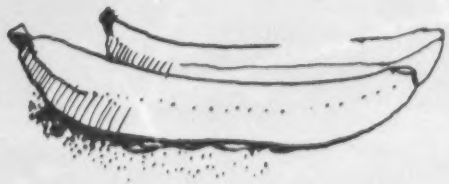
This community switchboard offers information and referral to Alameda County community services. Special services include: emergency housing for any family configuration (three day limit), emergency food (with a referral from the County Welfare Department), and emergency clothing available to anyone.

Information and Referral Service of the United Way of the Bay Area, 410 Bush Street, San Francisco 94108
772-4444
772-4440 TTY

Call this free switchboard for information on over 5000 human care services in the Bay Area.

The Bay Area Child Care Law Project, 9 First Street, Suite 219, San Francisco 94105
495-5498

This project's purpose is to foster the development of quality child care programs in three ways: 1) by giving legal voice to the child care community; 2) by developing and advocating for improved local, state and federal policies toward child care; and 3) by providing child care expertise to the legal community so that child care providers will have continued access to attorneys. This project grew out of the BANANAS Family Day Care Law Project and provides representation, education and technical assistance to child care providers especially in the Northern Alameda and San Francisco Counties.



Children with Special Needs

It's often difficult for parents to know if they have a child with special needs. Sometimes they worry too much; sometimes they worry too little. The following checklist (developed by the California State Department of Education) is designed to help parents answer the important question: How do I know if my child has special needs?

Your Child May Have a Problem . . .

Seeing

If your child. . .

- Is often unable to locate and pick up small objects dropped on the floor.
- Frequently rubs his or her eyes or complains that they hurt.
- Has reddened watering or encrusted eyelids.
- Holds his or her head in a strained or awkward position, tilting it to one side or the other, forward to backward, when trying to look at a particular object.
- Sometimes or always crosses one or both eyes.

Moving

If your child. . .

- Does not sit without support, pull self to standing position, reach for objects, or pick up objects with his/her thumb and forefinger by age one.
- Does not walk alone, kick a large ball, scribble, or build a tower with two or three blocks by age two.
- Does not walk up or down stairs, pedal a tricycle, run without falling, or turn pages of a book by age three.
- Does not balance on one foot, jump from a bottom step, catch a large bounced ball, or

close a fist and wiggle a thumb by age four.

• Does not turn somersaults, pump self on a swing, or cut with scissors by age five.

Talking

If your child. . .

• Does not shake head "No" or say "MAMA" or "DADA" by age one.

• Does not name family members and/or common objects or speak in two-word phrases with a 280 word vocabulary by age two.

• Does not know his or her last name, sex, and common rhymes and speak in three- and four-word sentences with a 900 word vocabulary by age three.

• Does not tell stories of real and make believe, ask frequent questions, speak in four- and five-word sentences with a 1,500 word vocabulary by age four.

• Does not know his or her age, answer questions to the point, and use various types of sentences with a 2,000 word vocabulary by age five.

Playing

If your child. . .

• Does not play games such as peekaboo or pat-a-cake or wave bye-bye by age one.

• Does not imitate parents doing routine household chores by age two to three.

• Does not enjoy playing in a purposeful manner or interacting with adults and children outside the family by age three.

• Does not play make-believe games and group games, such as hide-and-seek, with other children by age four.

• Does not share and take turns, express concern, or desire to "show-off" occasionally by age five.

Hearing

If your child. . .

• Does not look to the source of sounds and voice.

• Has frequent earaches or nose, throat, or ear infections.

• Talks in a very loud or very soft voice.

• Does not come when you call from another room.

• Turns the same ear toward a sound when he or she wants to hear it.

• Breathes through his or her mouth.

Thinking

If your child. . .

• Does not figure out simple problems, such as finding a hidden object, by age one.

• Does not identify simple body parts by pointing to them, does not match similar objects, or recognize self in a mirror by age two.

• Does not understand simple stories by age three.

• Does not give reasonable answers to such questions as "What do you do when you are sleepy/hungry?" by age four.

• Does not understand the meanings of the words "today," "tomorrow," or "yesterday" by age five.

What Should I Do If I Think My Child Has Special Needs?

The first and most difficult step for many parents is admitting that their child is not developing normally. Most people go through a grief process as they come to grips with the fact that something's wrong. The "perfect" child every parent wants must be given up before the "imperfect" child they have can be fully accepted. It is normal to feel sad, angry, hurt. It is important to talk to your family pediatrician or clinic physician about your concerns as soon as possible. All children have the greatest potential for physical and mental development in the first months and years of life. The earlier in life children with special needs begin receiving treatment and/or services, the greater their chances for realizing that potential.

The best place to start is with someone who already knows you and your child—your pediatrician, clinic physician, or family doctor. This person will decide if your child needs to be evaluated by a specialist or a specialized testing service.

Simple as this sounds, early diagnosis is difficult. Sometimes doctors aren't really sure; sometimes they aren't frank with parents. Remember that no one knows your child as well as you do. If you feel something is wrong with your child, trust your intuition. It may be necessary for you to seek out a second opinion or demand an evaluation by a specialist. The most comprehensive service for evaluating children with special needs is at Children's Hospital in Oakland. Center staff work primarily with preschool children, but they will see some school-age children after discussion with the child's physician. The center provides complete medical and psychological testing, home observation of the child by a Public Health Nurse, and follow-up counseling with the parents on questions of care and schooling.

Child Development Center, Children's Hospital Medical Center, 51st and Grove Streets, Oakland, CA 94609
428-3351

Children Who Might Need Special Services

There are dozens of specific disabilities children may have, but, basically, they fall into a few broad categories. Here is a list of these groupings and what they mean:

Communication Disorder

This child cannot hear well or at all, or may have difficulty speaking or understanding speech.

Developmental Disability

A child with a developmental disability grows and develops more slowly than an able-bodied child. His/her physical, mental and emotional development may well be affected by the disability.

Emotional Disturbance

A child with emotional disturbance may need help learning to relate to others as well as to daily routines.

Health Impairment

This child requires specialized care due to a chronic health problem such as asthma, diabetes, epilepsy or sickle cell anemia, or because of terminal illness.

Learning Disability

A learning disabled child needs specialized care because s/he needs to learn in different ways. For instance, a child who can't read may need clear verbal instructions. This child may also have behavior problems.

Physical Disability

This is a child who is born with a physical condition or acquires it through an accident, or whose movement is limited in some way. This

child may have special equipment such as braces, crutches or a wheelchair.

Visual Impairment
A child who is visually impaired cannot see well or at all.

Laws For Special Services

There are three main laws which over the years have come to guarantee the rights of disabled children. To begin at the beginning:

1. *Section 504 of the Rehabilitation Act of 1973:* This law states that any program which receives federal funding must make itself accessible to disabled people. "Accessible" means not only physically accessible for wheelchairs, but accessible to people with other special needs. Programs must be adapted to meet special needs by providing interpretors for deaf persons, taped tests, braille materials and readers for students with visual handicaps, and specially adapted equipment for manual impairments. Programs which violate this law can lose their federal funding.

2. *Public Law 94-142, the Education for All Handicapped Children Act of 1975.* This is the law which gives parents and children the most specific rights. Under this law, all handicapped individuals aged 3 to 21 must receive a free education suited to their individual needs. The local school district is responsible for diagnosing children with special needs, at no cost to the parents, and must do this and place the child in an education program within a certain time frame. Other important aspects of this law are:

a. There are provisions for a parent to challenge the decisions made by school officials if the parent feels they are not in the child's best interests.

b. Individualized Educational Plans (IEP's) are to be written for each child with parent participation in the process; each IEP must be reviewed annually *and/or* when it no longer meets the child's needs.

c. Children are to be educated in the "least restrictive environment," meaning they are to be placed in separate or special classes only when it is impossible to work out a plan for using special aids and services in the regular class.

d. All methods used for testing and evaluating children must be racially and culturally non-discriminatory. A child must be tested in his native language.

e. If the child's individual needs cannot be met within the public school system, the local school district must find and pay for the child's placement in a private school.

3. *California Senate Bill 1870, the Rodda Bill:* A new state special education law referred to as the Master Plan for Special Education. This bill affects the way special education in California is governed, financed, and procedurally safeguarded. Under this law, all local educational agencies were required to comply with Master Plan guidelines by July 1, 1981. Most provisions regarding special education and related services in S.B. 1870 are similar to or the same as those in PL 94-142.

School District Offices of Special Education

Each school district has an office of special education or office of services for exceptional children. Under the laws mentioned above they have responsibility for informing parents of their legal rights, in addition to assessing the special needs of children and finding/providing appropriate educational services. Below are the numbers for each district's office of special education. And when you call, ask them to send you a copy of the "Parents' Bill of Rights."

■ *North County*

Alameda	522-6700 (ask for Special Education)
Albany	526-6441 (ask for Special Education)
Berkeley	644-6210

Emeryville 655-6936 (ask for Special Education)
Oakland 836-8222
Piedmont 653-6522 ext. 31

- *South County*

Alameda County Office of Special Education
881-6214

Until June of 1982, all of South County special education is under the jurisdiction of this office. After June, only Development Centers for the Handicapped (DCH) (for the severely developmentally delayed) will continue under this office. All other students will be transferred to the city school district closest to the *child's* home.

Sometimes disagreements arise between school officials and the child's parents over the kind of program or services needed for the child. If you find yourself in disagreement with the school *over anything*, go back and talk again with your child's teacher, the site principal and even with the Director of Special Education to clarify the issues.

Advocacy Groups

If you and the school officials are still unable to resolve the issues, there are a number of advocacy groups which can both give you more information and help you obtain services for your child. Another way to affect special education services in your school district is to join your community Advisory Committee which is mandated under Public Law 94-142. Any parent can serve on this committee, or submit ideas, no experience necessary! For more information, check with your local office of special education.

Association for Retarded Citizens—Alameda County (ARC-AC), (formerly known as ACAMR—Alameda County Association for the Mentally Retarded), 7808 Capwell Drive, Oakland, CA 94621
632-4300

California Association for Neurologically Handicapped Children (CANHC), P.O. Box 5513, Berkeley, CA 94705
834-7897

Center for Independent Living, 2539 Telegraph Avenue, Berkeley, CA 94704
548-4274
TTY 548-4282

Deaf Counseling, Advocacy and Referral Agency (DCARA),1320 Webster Street, Oakland, CA 94612
465-9552 (Voice and TTY)

Regional Center of the East Bay, 2201 Broadway, Oakland, CA 94612
451-7232
1849 Willow Pass Road, #403, Concord, CA 94520
798-3001

United Cerebral Palsy Association of Alameda and Contra Costa Counties, 1904 Franklin Street, Suite 204, Oakland, CA 94612
832-2013

Explaining Disabilities To Children

Because of Public Law 94-142, more children with disabilities will be attending regular classrooms. This will no doubt prompt more questions about differences from our children.

Children are naturally curious—thank goodness. Generally they are very accepting of differencs when their questions are answered simply, truthfully and promptly. But, if their questions are met with silence or some kind of denial of the disability, in a way we are really telling them that the disabled person doesn't exist. It's only when people's differences are confronted and explained that we—children and adults—can go on to discover all of our important similarities.

Explanations, appropriate to the child's age, should begin by confirming what the child actually sees. "Yes, he doesn't act his age; he is

retarded because he has Down's Syndrome," or "Yes, her hand is missing."

Then, the way children internalize disabilities needs to be addressed. They usually wonder what the disability might mean to their own lives. Often the first question or fear which occurs to them is "How did it happen? Can it happen to me?" Try to give an explanation of the possible causes. Three that you might use are: "He might have been born that way" "She may have had a serious accident"—"He might have gotten a rare disease." Follow your explanation with a reassuring but qualified response like, "While it is always possible that you could have a serious accident or illness, most likely it won't happen." This will diminish fears of "catching" or spontaneously acquiring the disability.

Don't promote attitudes of pity toward the disabled person. Rather try to show your child what *empathy* is. Avoid statements like "Poor woman, she can't see" and substitute statements which explain how a person adapts to a particular disability. "I'm sure activities are more difficult because she can't see, but she seems to get around very well. She may be on her way to class." Another way to develop empathy is to ask your child to imagine what it must be like to have a disability: "If you were in a wheelchair, what things could you still enjoy?" "How would you feel if you couldn't go to a movie because of the stairs?" or "What if people teased you because of the way you looked or spoke?"

Sometimes children will ask their questions directly to the person who is disabled. And, disabled people often express the desire for people to put questions to them directly rather than having them stare, move away or ridicule. Sometimes questions are a quick and spontaneous "What's wrong with you?" or a more intricate one like "Where did they put the other part of your arm?" While questions like these should not be deliberately imposed on a person, we must trust that the child and the disabled individual will come to some kind of positive understanding after a brief encounter. Most often this happens; occasionally it does not. Be sure to talk over the incident with your child later. In addition, encourage your children to invite home or play with children who may be different from them. With patience and understanding the similarities will emerge.

There is a group, called the KIDS Project, which is working with the public schools to help children and teachers become familiar and comfortable with people with disabilities.

The KIDS Project (Keys to Introducing Disability in Schools), Center for Independent Living, 2539 Telegraph Avenue, Berkeley 94704 548-4274

KIDS staff bring disabled people into the classroom for children to see and question. They also bring various kinds of equipment and adaptive aids for children to look at, examine and experience. Their basic informaton on various disability areas is designed to help teachers and children explore their *attitudes* toward disabled people. They also have available: a resource guide on disabilities and mainstreaming strategies; a resource center of children's books with disability themes; and child size disabled and non-disabled puppets.

Family Support Services

There are three kinds of services available in Alameda County:

1. *Direct Educational*, which you can find out about from your district's special education office (see pages 174-75 for these numbers). For an overview of all private and public services available call BANANAS Special Needs Referral Project, 658-6046.

2. *Diagnostic and Treatment Services*, which help identify children with vision or hearing impairments and other kinds of problems. Check the health section of this book for

clinic listings, the counseling listings on pp. 160-70 or pp. 182-83 for Learning Disabilities clinics.

3. *Support Services*, such as groups, recreation, therapy etc. These services are literally intended to *support* the disabled child and his family in the community. You will find more information on these services in the next section.

Comprehensive Agencies

These are agencies with broad overseeing functions which act as "case managers" for the family. This means that someone from the agency works with the family over a period of time to plan for all the child's/adults' needs and to help get services.

Association for Retarded Citizens—Alameda County (ARC-AC), 7808 Capwell Oakland, CA 94621
632-4300

ARC-AC is an organization set up to provide for the needs of people with retardation. A professional staff offers advocacy, counseling and referral for families of children with retardation; infant and preschool programs in Oakland, Hayward, Fremont, and San Leandro (call Central Intake Worker for admission to these programs); sheltered workshops for people 16 and older; and a parent support group called Parent-to-Parent. The parent group is open to *any* parent of a disabled child (regardless of disability) and encourages personal and educational growth through an understanding of the problems which may be created by having a developmentally disabled child in the family.

Regional Center of the East Bay (RCEB), 2201 Broadway, Oakland, CA 94612
451-7232
1849 Willow Pass Road, Suite 403, Concord, CA 94520
798-3001

The Regional Center is a private non-profit corporation which operates through a contract with the state. It assists people, infancy through aging who have developmental disabilities. Through the center a person is evaluated and counseled, and a caseworker is assigned to follow him/her through life. The caseworker helps the family plan for the disabled member, find and pay for services where no one else will, and advocates for the person in the family.

United Cerebral Palsy Association of Alameda and Contra Costa Counties (UCP), 1904 Franklin Street, Suite 204, Oakland, CA 94612
832-2013

UCP provides information and referral to people with cerebral palsy and their families. It offers educational assessments, sponsors a maternity and infant care program, recycles equipment, and maintains a library and a listing of dentists who care for children with disabilities. The agency also sponsors parent groups.

Variety Club of Northern California, Blind Babies Foundation, 544 Golden Gate Avenue, San Francisco, CA 94102
474-5391

This agency is available to families of children with severe visual impairments from birth to 5 years. Home counseling, referrals to other services, and demonstrations of techniques for working with blind babies are provided.

General Support Services

There are a variety of services offered for families of children with special needs. These include crisis counseling, information, referral and personal support as well as specialized (not available any place else) services. We have listed them alphabetically since they are all so diverse:

Bay Area Coalition for the Handicapped (B.A.C.H. Society), Box 1115, Saratoga, CA 95070
(408) 867-7073

The B.A.C.H. Society is made up of parent volunteers who educate both parents and school dis-

tricts to the changing interpretations of the laws governing special education. They offer personal support and counseling to parents, and encourage parents to lobby for legislation which will benefit their children.

Bay Area Dental Guidance Council For the Disabled, 1904 Franklin Street, Suite 204, Oakland 94612
832-2013,

This Council was established by several dentists, the Regional Center of the East Bay and United Cerebral Palsy out of concern that people with disabilities in the Bay Area were not receiving adequate or appropriate dental care. Council members surveyed 3000 dentists throughout the six Bay Area Counties and composed a comprehensive directory of dentists who treat the disabled for each county. The council also offers short courses for dentists on the care of patients with disabilities. The counties served by the council are: Alameda, Contra Costa, Marin, San Francisco, San Mateo and Santa Clara.

California and National Society for Autistic Children
527-0681 (answering service)

This is an organization of volunteers who provide information and referral for parents, families and professionals working with autistic children. They monitor programs for autistic children in Alameda, Contra Costa and Solano Counties, and offer informal crisis counseling and support.

California Association for Neurologically Handicapped Children (CANHC), P.O. Box 5513, Berkeley 94705
834-7897

CANHC offers information and referral for anyone concerned with learning disabilities. Regular informational meetings are held and a monthly newsletter is available. The agency also has literature and films on hand for public use.

California Children's Services, 499 Fifth Street, Oakland 94607
874-5993

California Children's Services provides funds for diagnosis and treatment of children with certain kinds of congenital conditions. Physical and occupational therapy are made available to some families.

Center for Independent Living, Inc. (CIL), 2539 Telegraph Avenue, Berkeley 94704
841-4776

The Center for Independent Living was founded and is largely staffed by people with physical disabilities. The Center offers support services to physically handicapped people to enable them to live independently. These services include referral and counseling, job counseling, mobility training, transportation, attendant referral, services for the blind and deaf, and wheelchair repair. CIL also has an Access Project which helps people build ramps in private homes.

Community Assistance for the Retarded and Handicapped, Inc., 3727 E. Castro Valley Blvd., Castro Valley 94546
537-6611

Community Assistance provides special funds for short term expenses (such as camping trips, medical and dental expenses not covered by other resources), free tickets to community functions, Christmas gifts to the disabled and elderly, and information and referral to community services.

Deaf Counseling, Advocacy and Referral Agency (DCARA), 1320 Webster Street, Oakland 94612
465-9552 (Voice and TTY)

DCARA serves as a communication link between deaf and hearing persons. It offers counseling and advocacy, maintains a bookstore of materials relating to deafness and sign language, sponsors workshops on sign language and/or appropriate subjects when needed or requested

by individuals, community organizations and schools, and arranges for interpreters when requested.

Down's Syndrome League, 108 Van Ripper Lane, Orinda 94563
254-2980

This is a group of volunteers who offer an ongoing parent support group, informal counseling and a speakers bureau. They also have a book library, a developmental toy library, and an equipment lending library.

Epilepsy League of Contra Costa-Alameda Counties, 436-14th Street, Suite 517, Oakland 94612
893-6272

This group offers informal counseling and referral for people with epilepsy; PACE, a parent support group; Project EASE, an employment assistance program; and literature in Spanish and English.

HATCH (Help Another Toward Creative Happiness), P.O. Box 3253, Hayward 94540
782-9102

HATCH is a tutor-companion program for children and adults with developmental disabilities. After an interview, HATCH staff match the disabled person with an adult who has appropriate skills. HATCH tutors provide assistance with self-help and independent skills, fine and gross motor skills, academics and speech. Services are provided for up to 2 hours a month.

Lions Blind Center, 3834 Opal Street, Oakland 94609
654-2561

This Center offers direct services to visually impaired children such as mobility training. Staff members also work with parents and teachers to develop an understanding of the needs of children who may be visually impaired or deaf-blind.

Medic Alert Foundation, P.O. Box 1009, Turlock, CA 95480
(209) 668-3333

The Medic Alert Foundation provides the "medic alert" emblem worn on the wrist or around the neck. It has on it the engraved information about the individual's medical problem and the file number. People may call or write for an application form.

National Stuttering Project, 4438 Park Boulevard, Oakland 94602
530-1678

These folks told us 80% of all 3-5 year olds stutter as a normal part of learning to talk. They advise parents not to worry about stuttering until their children reach 5. At that point the Stuttering Project is available with information and referrals, brochures, and reprints of journal articles for parents and professionals. The project also sponsors self-help support groups for people 18 and older.

On The Rise, Clothing for Special People with Special Needs, 3773 Peppertree Drive, Eugene, OR 97402

These folks are seamstresses and parents of disabled children who have developed a line of clothes to enable disabled kids to "do it

themselves." They have a brochure (25¢) which describes the clothes and prices, and will send fabric samples for $1.00. In addition to clothes, they have a wheelchair tote bag, a toe cozy (to keep toes warm when in a leg cast), and a lower extremity "wheelchair bag."

Oakland Public Library, 125-14th Street, Oakland 94612
273-3133 TTY 834-7446

The Oakland library has a Handicapped Services Program on the ground floor of the main branch (entrance on Oak Street is wheelchair accessible). It offers services and equipment to people who are blind (Kurzweil Reading machine, Thermoform braillon duplicator); deaf (television decoder, video playback equipment); or physically disabled.

Spina Bifida and Hydrocephalus Association of the East Bay
North County: 943-6842
South County: (408) 268-8855

This group sponsors an on-going support group for parents of children with spina bifida and hydrocephalus, as well as telephone information and referral. It has a library, is developing an equipment lending library, and sponsors an annual seminar on spina bifida.

Respite Projects

Children's Home Society, 3200 Telegraph Avenue, Oakland, CA 94609
655-7406

and

Jody & His Friends, 1000 Broadway, Vallejo, CA 94590
(707) 644-6556

These Respite Services are intended for families with developmentally disabled children. Respite care is temporary care for brief periods of time to give child's family relief from the parenting tasks required by a special needs child. The Projects provide both in-home respite (generally for part of a day) or out-of-home (generally overnight) by trained, licensed caretakers.

City Recreation Programs

Gradually more and more recreation programs are being offered for children with disabilities. Some programs include mildly disabled kids in the regular activities (remember, the law says if they receive federal funds, they must make their programs accessible), while others set up special programs which serve only special children. The following listing includes both kinds.

■ *North County*

Alameda (city) Recreation and Park Department, City Hall, Room 201, Santa Clara and Oak Street, Alameda, CA 94501
522-4100, extension 227

Children are mainstreamed in most of Alameda's regular recreation programs and day camps. In addition, there is an on-going night social/recreational program for individuals with mental retardation. During the summer there is a daycamp for educationally handicapped children for which transportation is provided. At this point they are not equipped to serve physically disabled children.

Berkeley Recreation and Parks Department, 2180 Milvia Street, Berkeley, CA 94704
644-6530

Berkeley has recreation programs for both autistic and trainable mentally retarded children. The program for autistic children (age 6-16) includes arts and crafts, swimming, gym, etc. Trainable mentally retarded individuals enrolled Berkeley School District's King School participate in a recreation program at the school as part of their regular curriculum. This includes swimming, arts and crafts, sports, etc.

Oakland City Recreation and Parks Department, 1520 Lakeside Drive, Oakland 94612
273-3092, 273-3896 for special programs.

Oakland mainstreams mildly disabled children

in such regular programs as open playground, children's theatre, and daycamps. In addition, there are special programs in swimming and boating for children of any disability, for which the city has made Lake Merritt accessible to the physically disabled. The Recreation Department is willing to work out cooperative programs for groups of 10 disabled kids on request from an organized group.

■ *South County*

Fremont Recreation and Leisure Services, 3375 Country Drive, Fremont 94536
791-4320

Fremont runs the Horizon After-School Project for all disabled people ages 5-21 who are ambulatory. It includes gymnastics, art, sports and field trips. Many disabled children are also mainstreamed in Fremont's regular summer day camp program.

Hayward Area Park and Recreation Department, 1099 E. Street, Hayward 94541
881-6700

Hayward has a recreational after school project for disabled students ages 12 to 18, and a Saturday program for people ages 6 to 21. The programs include sports, arts and crafts, music and field trips. In addition, Sorensdale School, which houses these programs, has a play area equipped for disabled children which is open to the public.

Recreation Projects and Programs

Access Travel: Airports, Architectural and Transportation Barriers Compliance Board, 330 C St. S.W., Washington, D.C. 20201

Access Travel publishes a free directory of accessible airports and facilities in 40 countries.

Alameda County Special Olympics, P.O. Box 52, Fremont 94537
657-1177

The Special Olympics is open to all individuals with mental retardation in Alameda County age 8 years and up. One meet is held each year which includes many of the events practiced in a regular track meet. Children in the public schools practice for this event during the school year. In addition, one event a month is held from October to May of the school year.

Big Sisters, 3008 Lakeshore Avenue, Suite #4, Oakland 94612
444-2596

Big Sisters serve mildly disabled children age 5-17 who are able to benefit from a one-to-one relationship. A "Big Sister" is matched to the needs of the child, and the two meet twice monthly for at least a year.

Boy Scouts of America, 8480 Enterprise Way, Oakland 94621
638-3600

The Boy Scouts serve several hundred disabled children and young adults and retarded adults in local troops. Exploring Scouts (high school age) are open to both boys and girls.

Camp Fire, 1201 East 14th Street, Oakland 94606
536-7841

Camp Fire serves girls and boys age 6-18 in troops organized by school area. Disabled children are in some cases mainstreamed in existing troops, and in others, served in a special troop. Summer residential and day camps are also open to children with disabilities, though not all locations are physically accessible.

Camp Harmon (sponsored by Easter Seals), 2757 Telegraph Avenue, Oakland 94612
835-2131

Camp Harmon is open to individuals who are orthopedically handicapped and/or retarded, age 7 years and up. Campers are grouped by capability. The camp emphasizes social, physical, mental, emotional and spiritual growth, and makes maximum use of the outdoors and

skills campers already have. Interested campers should register between January 1 and February 28.

Camping Unlimited, P.O. Box 677, Berkeley 94701
938-8431 (Walnut Creek number)

Camping Unlimited provides year-round recreation programs for disabled children and adults. During the year, it offers day and weekend trips (visiting Disneyland, Ice Follies, Circus) and during the summer Programs are open to individuals with *all* levels of retardation. No camping experience is necessary and scholarships are available.

The National Park Service, 450 Golden Gate Avenue, San Francisco 94102
556-4122

People with permanently disabling conditions and their families can obtain a Golden Access Passport, which grants free entry to National Parks.

Project PLAE. Playing and Learning in Adaptive Environments, c/o Inquiring Systems, Inc., Suite 250, 2532 Durant Ave. Berkeley 94704
843-3135

The purpose of Project PLAE is to create play and learning programs which make it possible for disabled and able-bodied children to play together during non-school hours. Programs are held at the Environmental Yard at Washington School (on Grove Street across from Berkeley High), which has been redesigned to include ponds, waterfalls, gardens, climbing structures and a physically accessible play area open to the public. During the summer there are programs planned around specific themes which combine arts and recreation and learning.

Learning Disabilities

Some children who are not working up to grade level in school have learning disabilities. This refers to a broad category of problems children may have which makes it difficult for them to learn by traditional teaching methods. This disability is generally the result of some physical condition which hinders the child from processing information in the usual ways.

Signs indicating a child *may* be having problems related to a learning disability are:

- Failure in reading, spelling, writing, or arithmetic, particularly if the teacher says the child could do the work if "he would only try."
- Poor coordination
- Difficulty in telling right from left
- Impulsiveness or overactivity; ease of distraction
- Confusion in language or speech; failure to understand what is said
- Frequent display of anxiety or anger because of inability to cope with school or social situations.

The school district is legally responsible for evaluating these children and working with their learning problems. There are also a number of clinics and programs which will test children to find out what specific learning disabilities they have and provide a treatment plan to help the child overcome the disability.

Clinics and Programs

A Learning Place, 6472 Moraga Avenue, Oakland 94611
531-2500
and
1345A Grove Street, Berkeley 94709
537-7323

Ann Martin Children's Service, 1250 Grand Avenue, Piedmont 94610
655-7880

Bay Center for Educational Services, 3155 College Avenue, Berkeley 94705
655-6268

Clinic for Adults and Children, 2287 Washington Avenue, San Leandro 94577
483-4550

East Oakland Family Health Center, 7515 East 14th Street, Oakland 94621
568-4882

Learning Disabilities Clinic, Kaiser Permanente Medical Center, 280 West MacArthur Blvd., Oakland 94612
428-5794

Raskob Institute, 3520 Mountain Boulevard, Oakland 94619
436-1275

Reach for Learning, 902 Curtis Street, Albany 94706
524-6455

Child Care

Programs for Infants and Preschoolers

Children with specific disabilities are sometimes cared for in specialized preschools and child development centers. Listed below are the centers and populations they serve.

- *North County and South County*

Association of Retarded Citizens (ARC)—Alameda County Early Childhood Programs in Oakland, Hayward, San Leandro and Fremont (Developmental Delay), 7808 Capwell Drive, Oakland
632-4300

- *North County*

Cricket's Corner Day Care Center (Abuse/at risk without developmental delay), 717 53rd Street, Oakland
428-3406

East Bay Activity Center (Emotional disturbance), 2540 Charleston, Oakland
531-3666

Pacific Children's Center (Emotional disturbance), 303 Van Buren, Oakland
465-3507

Parent-Infant Project (Developmental delay), 3200 Telegraph Avenue, Oakland
655-9521

Spectrum Center (Autism, emotional/behavioral disorders), 1910 Central Avenue, Alameda
522-0445

Stepping Stones Growth Center for Children with Retardation (Trainable Mental Retardation), 1720 Adeline Street, Oakland
834-3990

Trauma Center (Abuse with developmental delay), 717-53rd Street, Oakland
428-3401

- *South County*

Agency for Infant Development, 41450 Roberts Avenue, Fremont
656-3949

School Districts

Some have children's centers which mainstream children with disabilities. For information on these programs call your district's Office of Special Education (see pages 174-75).

After School Programs for Children

- *North County*

Ala-Costa Center, 1300-1302 Rose Street, Berkeley
527-2550

Ala-Costa is a program serving children ages 5-18 with retardation. Activities include arts and crafts, music, language development, recreational activities and dance.

The Caring Center, 2731 Regent Street, Berkeley
549-2982

This therapeutic after-school and vacation program serves 7-14 year olds who are autistic or neurologically disabled. The program includes games, crafts, cooking, music and field trips.

Stepping Stones Growth Center for Children with Retardation, 1720 Adeline, Oakland
834-3990

Stepping Stones has an after-school recreational and educational program for Oakland children ages 5-18 who are trainable mentally retarded. The program includes music, language development, training in self-help skills, arts and crafts, field trips.

Golden House, 1545 Morton Street, Alameda
865-3468

Golden House serves developmentally disabled children ages 10-21 in a program of individualized activities, 1:30 – 5 daily. Held in a specially equipped house and limited to 6 children, the program includes art and music, remedial help and practice in daily living skills.

South County

Tri-Valley Stepping Stones, 8435 Davona Drive, Dublin
828-8857

Tri-Valley serves children ages 5 to 14 who are developmentally delayed or multi-handicapped. The emphasis of the program is on physical fitness and includes practice in self-help and socialization skills, gardening, arts and crafts, and recreation.

Want to Know More? Want to Do More?

Local Organizations

The Alameda County Developmental Disabilities Planning & Advisory Council, 45 Fifth Street, Room 102, Oakland 94607
874-7554

The Council coordinates and advocates for services to people with developmental disabilities and periodically publishes a comprehensive directory to these services for Alameda County. Call to see how you can get involved.

Advocacy Organizations

Contact these national organizations and ask about their local chapters, publications, research and any other services or materials they have available.

Good agencies respond to the community. Many agencies told us they would start new programs (e.g. Boy and Girl Scouts, Recreation Departments) if interested parents approached them. If a program doesn't exist for your child, don't assume one *can't* exist. Call the parents in your child's class to see if they'd also like to see a new program get started. Also, many programs are mainstreaming children with mild disabilities. Call any program you'd like for your child to find out if you and the agency can work together to meet your child's needs.

And don't forget yourself: Do *you* need a support group of parents in a similar situation? Call the appropriate agency and let them know!

American Foundation for the Blind, 15 West 16th Street, New York, NY 10011

American Speech and Hearing Association, 10801 Rockville Pike, Rockville, MD 20852

Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234

Clearinghouse on the Handicapped, Room 338D, Hubert Humphrey Building, Washington, DC 20202

Ask for their directory of organizations concerned with disabilities.

Closer Look, Parents' Campaign for Handicapped Children and Youth, Box 1492, Washington, DC 20013

Subscribe to their publication *Closer Look* which gives up to date information and analysis of laws governing the education of children with special needs.

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Easter Seal Society for Crippled Children and Adults, Local Office, 2757 Telegrpah Avenue, Oakland 94612
835-3962

and

Easter Seal Society National Office, 2023 West Ogden Avenue, Chicago, IL 60612

Ask for a copy of Widening World of Sports of People with Disabilities, to learn about people whose disabilities haven't stopped them from skiing, sailing or climbing mountains.

March of Dimes Birth Defects Foundation, 1275 Mamaroneck Avenue, White Plains, NY 10605

National Genetics Federation, Inc., 555 West 57th Street, New York, NY 10019

National Self-Help Clearinghouse, 144 Fifth Avenue, New York, NY 10010

Write for a list of parent support groups in your area.

National Society for Autistic Children, 1234 Massachusetts Avenue, N.W., Washington, DC 20005

Parenting Materials Information Center, Southwest Education Development Laboratories, 211 East 7th Street, Austin, TX 78701

Books on Special Children

There are several *kinds* of books about people with special needs. There are many *autobiographies* written by parents of disabled children or by disabled people themselves. One of the most famous of these is the Autobiography of Helen Keller who was both blind and deaf. There are dozens of "*how-to*" books—how to parent, teach, train, handle children with various disabilities. And there are *informational* books which discuss causes of disabilities, recommended treatments, etc. BANANAS has bibliographies of many of these books. A selection follows.

■ *For adults*

A Difference in the Family by Helen Featherstone. New York: Basic Books, Inc., 1980.

About Handicaps by Sara Bonnett Stein. New York: Walker and Co., 1974.

Caring for Your Disabled Child by Benjamin Spock and Marion Lerrigo. New York: Collier Books, 1965.

Handling the Young Cerebral Palsied Child at Home by Nancie Finnie. New York: E.P. Dutton, 1975.

Learning Together, A Guide for Families with Genetic Disorders, U.S. Department of Health and Human Services (Bureau of Community Health Services, 5600 Fishers Lane, Rockville, MD 20857. DHHS # 80-5131).

No Easy Answers—The Learning Disabled Child by Sally Smith, U.S. Department of Health, Education and Welfare. Stock number 017-024-00687-4, 1978.

Raising the Young Blind Child by Shulamith Kastein, Isabelle Spaulding and Battia Scharf. New York: Human Sciences Press, 1980.

Seizures, Epilepsy, and Your Child by Jorge C. Lagos, M.D. New York: Harper & Row, 1974.

Special Children, Special Parents by Albert Murphy. New Jersey: Prentice-Hall, Inc., 1981.

■ *For children*

An Exceptional View of Life written and illustrated by handicapped children through the Easter Seal Society. Australia: Island Heritage Limited, 1977.

Feeling Free by Mary Beth Sullivan, Alan Brightman and Joseph Blatt. Massachusetts: Addison Wesly Publishing Co., Inc., 1979.

I Have a Sister—My Sister is Deaf by Jeanne Whitehouse Peterson. New York: Harper and Row, 1977.

Let's Play Games (Booklet), available from Games for the Handicapped, National Easter Seals Society, Department W.D., 2023 W. Ogden Avenue, Chicago, IL 60612.

My Brother Steven is Retarded by Harriet Langsam Sobol. New York: MacMillan Publishing Co., 1977.

Here's How Bananas Can Help You

BANANAS Special Needs Referral Project (658-6046) is here to help parents. If you are in Northern Alameda County we can help you find:

- Child care, either specialized or mainstreamed
- Medical and diagnostic services
- Advocacy help
- Summer recreation programs and camps
- Parent Support groups
- Educational services and aids

If you are anywhere, we have free handouts on:

- The Grief Process
- Choosing Child Care for Your Child with Special Needs
- Bibliographies of books for adults and children

Housing and Shelters

Housing our children in a major concern of parents. The resources listed within are intended to help both renters and homeowners deal with all kinds of housing problems.

Housing Discrimination Against Children

In the Bay Area, the communities of San Francisco, Oakland and Berkeley have local laws which prohibit discrimination against families with children in rental housing. Basically the laws make it illegal for landlords to deny housing, to charge higher rent or higher deposits, or to evict because of children. The Oakland and Berkeley laws provide a civil remedy of damages to people who suffer discrimination due to violation of these ordinances. Generally these cases can be pursued in small claims court.

Housing Rights for Children Project, 6421 Telegraph Avenue, Oakland 94609
658-8766

It promotes the rights and needs of children and their families to fair and equal housing and provides legal information and assistance to tenants confronted with discrimination merely because they have children; also has a housing book for listing rentals. Handouts on how the discrimination laws work as well as other information are available in English, Spanish, and Chinese. This organization serves residents of Northern Alameda County free of charge.

Tenants Rights

Finding decent, affordable housing has become one of the most serious problems faced by families today. Due to the scarcity and high cost of housing people need to be cognizant of their legal rights and responsibilities as tenants.

When looking for housing remember that you cannot be denied housing on the basis of race, marital status, sex, religion, national origin, or because you have children. Several of the organizations and agencies listed within deal with one or more of these types of discrimination.

Once you have found a place to rent it is wise to inspect it with the landlord before you move in. A written agreement as to the present condition of the apartment will prevent disputes about the security or cleaning deposit when you move out.

Your lease or written rental agreement is a contract between you and the landlord. Read it

and comply with it. If you think a provision of it might be illegal (e.g. "landlord may enter tenant's premises at any time;" "$50 deposit is non-refundable;" "no children shall occupy the premises.") call one of the legal assistance organizations.

Your other responsibilities as a tenant include paying your rent on time, keeping your place clean, and repairing anything that you damage—unless the damage is caused by reasonable wear and tear.

Any rent increase must be preceded by a 30 day written notice. A verbal notice is ineffective to raise the rent. Several communities have local restrictions on rent increases. If you have questions about a rent increase contact one of the listed tenant organizations to see if your community has some form of rent control and who enforces it.

When your house or apartment needs repairs it is important to let your landlord know. If repairs are not made within a reasonable time you may have to resort to withholding your rent. Before you do this contact one of the groups offering legal assistance to tenants to make sure the withholding is justified and done properly. Rather than risk eviction, find out ahead of time the proper way to deal with this problem.

Most tenants have a month-to-month tenancy. This means that rent is paid on a monthly basis and changes in the tenancy are effected by a written 30-day notice. If either you or your landlord wants to terminate the tenancy, a written 30-day notice is required. Current state law does not require that your landlord needs a good reason for evicting you. If you received a 30-day notice to vacate you must move unless you believe you are being evicted for discriminatory reasons or in retaliation for your having exercised some legal right. For example, if you contact the Health Department about an unsafe condition in your apartment which your landlord has ignored, he or she cannot then turn around and try to evict you. This protection lasts for six months.

In California there is no such thing as a "non-refundable" deposit. Within two weeks after you move your landlord must return your deposit. If you have damaged the apartment or left it dirty (normal wear and tear excepted) your landlord may subtract what is reasonably necessary to clean or make repairs and must then return the remainder to you with a written statement itemizing how the money was spent. This must be done within two weeks of your moving. If your deposit is illegally withheld, you can sue your former landlord in small claims court.

This discussion has highlighted only the most common tenant problems. For further information on these and other problems contact the appropriate group listed below.

Alamedans With Hope, 920 Pacific Avenue, Alameda 94501
522-4682

It provides tenant/landlord mediation, Section 8 counseling, rental assistance and deals with any type of housing problem; e.g. helping tenants get into the home maintenance program and providing assistance in discrimination cases. Services are free to residents of the City of Alameda.

Berkeley Tenants Union/Tenants Action Project (BTU), 2022 Blake Street, Berkeley 94704
843-6601

Metropolitan Housing Center, Inc. (METRO), 508 16th Street, Suite 808, Oakland 94612
836-2687

Oakland Tenants Union (OTU), 2300 Foothill Blvd., Oakland 94601
533-1470

These organizations provide information and counseling to tenants on a variety of landlord/tenant issues. They assist tenants in organizing and learning to defend themselves. OTU and BTU hold weekly workshops for this purpose. Counseling services are free. OTU and BTU have membership fees.

Eden Counsel for Hope and Opportunity (ECHO), 770 A Street, Hayward 94541
581-9380

It provides tenant/landlord counseling on Monday, Wednesday and Friday. It provides discrimination investigation, emergency revolving loans, housing advice for home builders, information on HUD defaults and Section 8 and assistance to Senior Citizens in home seeking. It also has programs for free paint and for minor home repairs for Seniors. Services are free to low income residents of Southern Alameda County.

Housing Counseling/Office of Community Development, 1417 Clay Street, Oakland 94602
273-3056

It advises tenants of their rights in tenant/landlord disputes; gives Section 8 briefings and has listings for certified Section 8 housing. It provides counseling on defaults and delinquencies on mortgages. It has a free paint program for eligible home owners. Services are free to residents of Oakland.

Oakland Eviction Defense Center, 2300 Foothill Blvd., Oakland 94601
532-6401

It helps people who are being evicted to defend themselves. It provides legal representation in cases involving impact issues and offers community education and workshops to explain the eviction process. Services are provided to residents of Oakland according to a sliding scale.

Other Types of Housing Discrimination

Federal and state laws prohibit discrimination based on race, religion, national origin, sex or marital status.

Department of Fair Employment and Housing, 1111 Jackson Street, Oakland 94607
464-4095

This is the State Civil Rights Agency that handles discrimination complaints. It investigates and mediates complaints and enforces state discrimination laws. Services are free to anyone in California who has experienced discrimination in employment or housing.

Operation Sentinal, 860 Escondido Road, Stanford 94305
468-7464 (Dial H-O-U-S-I-N-G)

San Leandro Fair Housing, 15 Dutton Avenue, San Leandro 94577
635-6017

These organizations investigate complaints of housing discrimination. Services are free to residents of the areas served. ECHO serves Southern Alameda County and Operation Sentinal serves the counties of Marin, Northern San Mateo, and Southern Santa Clara, and the cities of Oakland and San Francisco.

Subsidized Housing

Berkeley Housing Authority, 2180 Milvia Street, Berkeley 94704
644-6157

Oakland Housing Authority, 1619 Harrison Street, Oakland 94612
874-1636

To qualify for Section 8, you must be low income and be 62 or older, single, disabled, or have a family to support (don't we all?). Call for information and applications. There is a waiting list but emergency applications get priority.

Cooperatives

Community Economics Incorporated, 1904 Franklin Street, Suite 900, Oakland 94612
832-8300

It works with groups doing limited equity housing co-operatives and does some research in economic development.

Project Share (sponsored by the Gray Panthers), 3102 Telegraph Avenue, Berkeley 94705
845-9030

This project is dedicated to planning and promoting shared intergenerational housing.

Savo Island Co-operative Homes, 217 Stuart Stuart Street, Berkeley 94703
841-4595

This is a limited equity housing co-operative for low to middle income families and some units are reserved for the disabled. There is a long waiting list.

Single Parent Co-operative Housing Eden Housing, Inc., 1035 B Street, Suite 201, Hayward 95441
582-1460

It is in the process of planning a single-parent housing co-operative and encouraging participation from persons interested in applying. Single parents with low or moderate incomes are eligible.

University Avenue Housing, Inc., 1414 University Avenue, Berkeley 94702
843-0588

This is a non-profit community based organization that is building low to moderate income housing. Approximately 80% of the housing goes to persons qualified for Section 8 and 20% goes

Urban Alternative Group, 5237 College Avenue, Oakland 94618
547-6772

Neighborhood development with focus on non-profit co-operative housing. It provides education programs and consultation on neighborhood planning, housing and group development. Services are open to anyone and fees are based on a sliding scale.

Communal Living

Collective Networker Newsletter, P.O. Box 5446, Berkeley 94705
652-4054/ Housing ads: 849-1835

It has monthly meetings to introduce people interested in sharing housing. It publishes a monthly newsletter which contains ads by people seeking housing or housemates as well as articles on the group's activities. The newsletter is $1.00 and ads are placed free.

Emergency Shelter

Berkeley Support Service/Emergency Hotel, 711 Harrison Street, Berkeley 94710
848-3378

It provides a place for people to stay in an emergency situation. It also helps people with advocates for food referral, SSI, unemployment, welfare and mental health referral. There is an overnight charge and a sliding scale.

Davis Street Community Center, 1190 Davis Street, San Leandro 94577
635-8200

It provides temporary housing by putting people into a motel for 1-2 nights. It follows up by helping to find permanent or temporary shelter. Service is free to anyone with a low income.

East Oakland Switchboard, 1909-73rd Avenue, Oakland 94621
569-6369

It offers emergency shelter, food and clothing. Emergency food is issued from 10-5 p.m. There is a 3 day limit on emergency housing. Services are free to low income persons.

Inter-Tribal Friendship House, 523 E. 14th Street, Oakland 94606
452-1235

It primarily serves American Indian families in the Bay Area. It has a free lunch Monday-Friday. It helps with emergency housing placement and assists persons in transit. Service eligibility is based on need and services are free.

Richmond Rescue Mission, 200 McDonald Avenue, Richmond 94801
236-1180

This is a shelter for single women or men, single parents and families. It has dormitories and

rooms. Can stay for up to a week and then re-evaluation will take place. Food is provided. Service is free for everyone.

Salvation Army Center for Social Services, 810 Clay Street, Oakland 94607
451-5547

Emergency temporary housing for families. It has a public meal program for $.50 (Lunch is 12-1 and the evening meal is 4:30-5). Average stay is 10 days to two weeks. Service is available to everyone except single men and fees are based on a sliding scale.

Emergency Shelter for Women

A Safe Place, P.O. Box 275, Oakland
536-7233

It provides shelter for battered women and job and school counseling. You may stay up to six weeks. This service, open 24 hours a day, is open to battered women free of charge.

Casa de las Madres, P.O. Box 27236, San Francisco 94115
469-7637 (24 Hour Crisis Line),
469-7650 (Business Line)

This center provides a 24 hour hotline and refuge for battered women and their children. It accepts women from outside San Francisco County, and the staff is bilingual (English/Spanish).

Emergency Shelter Program, 353 W. Tennyson Road, Hayward 95444
887-2022

It provides shelter, food and counseling 24 hours a day. There are a few mandatory house chores and regulations; e.g. a 9 p.m. curfew. You must be screened on the phone before getting in to the shelter. There is a 7-day maximum stay. The services are free to women and children.

New Dawn Lodge (Alcohol and Drug Abuse Program), 477 66th Street, Oakland 94609
655-2976

A program for women with alcohol and drug abuse problems. Primarily Native American women. Alcohol education classes and discussion groups. Emergency housing for 2-3 days. Service is open to all women on a sliding scale.

SAVE, P.O. Box 2246, Fremont 95436
794-6055 (24 Hour Crisis Line)

This shelter offers emergency housing (3 month limit) and other transition services to battered women and their children. Other services include some transportation, counseling, child care, and food as well as help in finding employment, permanent housing and legal services. A Spanish speaking staff person is sometimes available. Counseling referrals are available for men who are batterers.

Tri-Valley Haven for Women, P.O. Box 188, Livermore 94550
449-5842 (24 Hour Crisis Line)

This shelter offers battered women and their children housing (30 day limit), child care and

counseling services. No food except for emergencies.

YWCA-Women's Refuge, 2134 Allston Way, Berkeley 94704
849-2314 (24 Hour Switchboard)

It counsels women who have been battered or raped and provides shelter and childcare. It assists in finding housing and provides three meals a day. You can stay up to 30 days. You must phone first. The service is open to everyone and fees are based on a sliding scale.

Aid To The Physically Disabled

Access California, Room 110, City Hall, 1421 Washington Street, Oakland 94607
273-3723 (Voice and TTY)

Access California is a joint project of Berkeley and Oakland. It acts as a central resource for information on making buildings physically accessible and programs communication accessible. Staff members are available to give technical assistance to individuals and agencies, to do home-ramping for low income residents of Oakland, and to do advocacy for curb ramping and other modifications to make public buildings more accessible.

Alameda County Housing Authority, 29800 Mission Blvd., Hayward 94544
538-8876

City of Alameda, 737 Eagle Avenue, Alameda 94501
522-8422

City of Berkeley, 2180 Milvia, Berkeley 94704
644-6157

City of Livermore, 3203 Leahy Way, Livermore 94550
447-3600

City of Oakland, 1619 Harrison Street, Oakland 94612
874-1500

Under the federal government there is a Housing Assistance Payment Program available for disabled individuals. Eligible individuals pay no more than 25% of their total monthly income, with the Housing Authority subsidizing the remainder of the rent. Individuals who receive SSI will not have this subsidy deducted from their SSI checks.

Want to Know More? Want to Do More?

All of the programs listed in this section welcome volunteers—and many depend largely upon volunteer help—in such areas as counseling, case investigations, office staffing, fundraising, and publicity and outreach activities. Call or visit the agency if you would like to get involved.

Books on Housing

California Tenant's Handbook by Myron Moskovitz, Ralph Warner and Charles E. Sherman. Berkeley: Nolo Press, Sixth Edition 1981.

Child Discrimination in Oakland's Rental Housing by Albert, Carolyn and Mary Lou Carlson. Oakland: Citizen's Committee for Urban Renewal, 1979.

Everybody's Guide to Small Claims Court (California Edition), by Ralph Warner. Berkeley: Nolo Press, Third Edition 1981.

"The Extent and Effects of Discrimination Against Children in Rental Housing" by Ashford, Dora and Perla Eston. Santa Monica: Fair Housing for Children's Coalition, 1979.

Health

Somewhere between one hour and one month after a child is born, the overwhelming responsibility of parenthood hits us all. From then on, it will emerge again and again. And, there is nothing which can make a parent feel more helpless or frightened than sickness in children.

It is inevitable that children will get sick. So, plan ahead. The first step to take is to find a pediatrician, family doctor or clinic available when your child is sick. Do this when your child is healthy. You can also expect some guidance through such usual developmental hurdles as weaning, toileting and night sleeping problems.

Finding a Doctor or a Clinic

Start this search before a baby is born so that care can begin at birth.

How do I find a doctor?

1. Ask your (like-minded) friends and other parents in your neighborhood for recommendations.

2. Ask your obstetrician or pre-natal clinic for recommendations.

3. Call the Alameda-Contra Costa Medical Association Physicians referral service, 6230 Claremont Avenue, Oakland 94618, 654-5383.

4. Call the Alameda County Health Care Services Agency health information and referral number for the name of a clinic close to you.
451-0800 (North County)
487-0500 (South County)
829-3100 (Valley)

5. Check the yellow pages under "physicians". The phone book also lists physicians according to type of practice so look for subheadings like "Family Practice", "General Practice", or "Pediatricians".

6. Check with a near-by Physician Referral Center for the names of doctors and specialists who have privileges at that particular hospital.

Choosing a Doctor

1. What kinds of problems can you help me with?

2. What kinds of problems should you be called about?

3. How can I reach you during office hours? During non-office hours?

4. Who covers for you when you're not available?

5. Where do I go in case of an emergency?

6. Where do you hospitalize people?

7. What are your fees? How do I pay?

8. Is "well-baby" care included in your fees?

9. How frequent are "well-baby" visits and what do they include?

10. Do you have any special medical skills or expertise?

Choosing a Clinic

1. Who will take care of my child?

2. Is the care for "well-baby" different from the sick care?

3. What types of payment does the hospital or clinic accept?

4. What languages are spoken?

5. What hours is the clinic open—evenings, weekends?

6. Where can I be helped in an emergency? drop-in?

7. Where are patients hospitalized?

8. Is the clinic near home or work?

9. What happens if our family needs specialized treatment?

Keeping Your Child Healthy

Take a few minutes to review good health practices. If your child seems to have a non-stop runny nose or some off-and-on-again ailment, you may want to review this list and find some area you need to improve on in your family health habits.

The Basics of Good Health

• Sufficient sleep for the child's age. Try not to let your child get overtired.

• Good nutrition. Some children will not eat all the proper foods in one day, but the diet should balance out over a week's time.

• Immunizations. Are your child's up-to-date? (see page 195).

• Keeping children out of crowded gatherings during the season when strep throat and flu germs are most common.

• Cleanliness. Good hygiene discourages disease-causing germs. Teach your child to: wash hands before meals and after toileting; cover mouth when sneezing or coughing; use a tissue for a runny nose.

• Exercise. Allow your child to play out-of-doors whenever possible. Even an infant needs fresh air and filtered sunshine. Naturally, there are times when young children should be protected from the weather.

• Happy environment. There is some evidence that children who live in a calm, stable home environment are less prone to accidents and have fewer illnesses. Emotional stress seems to lower resistance.

• Healthy family. If you take good care of your own health, the benefits will rub off on your children. There is considerable evidence that in families where there are cigarette smokers young children have more respiratory illnesses such as colds.

When Do You Need a Tetanus Shot?

Because the tetanus germ can cause a serious illness (lockjaw) it is important to be immunized.

• Children should receive the series of three injections (given as part of the DPT shots) and the two boosters before age 6.

• Children or adults who get a cut (not an abrasion) from a dirty or rusty object or a cut that has left dirt beneath the skin should have a tetanus booster if they haven't had one in the last five years.

• If the cut is made by a clean object, such as a knife or razor, then a tetanus shot in the last ten years is sufficient.

If you are traveling out of the country you may need to get additional immunizations.

Travel Immunization Clinic—County-wide, 15400 Foothill Blvd., San Leandro 94578 577-1620

Immunizations

Here is a chart of a suggested schedule for immunization:

Age	Your Child Should Have Received	Check
2 Mos Old	1 DTP Immunization 1 Polio Immunization	
4 Mos	2 DTP Immunizations 2 Polio Immunizations	
6 Mos	3 DTP Immunizations 2 Polio Immunizations*	
12 Mos	3 DTP Immunizations 3 Polio Immunizations*	
15 Mos	3 DTP Immunizations 3 Polio Immunizations* 1 Measles Immunization** 1 Mumps Immunization** 1 Rubella Immunization**	
18 Mos & Older	4 DTP Immunizations 3 Polio Immunizations* (If your child has not already received measles, mumps & rubella immunizations, they are needed)	
4-6 Yrs (When Starting School)	A DTP booster (5th immunization) A Polio booster (4th immunization)* (If your child has not already received measles, mumps, rubella immunizations, they are needed)	
	*Some doctors give 1 additional dose **Only one shot needed (MMR)	

There are two exemptions from the law: medical reasons or personal or religious beliefs. In either case, written statements or documentation must be included in the school records.

Medical Costs

As everyone knows, medical costs are soaring. A simple office visit to the doctor can be very expensive, not to mention a trip to the hospital emergency room! Then the cost is probably double. Some pediatricians will offer a "well-baby package" for about $250 or more per year. This package will include the routine "well-baby" exams and immunizations as well as the office visits for the usual childhood illnesses.

Whether you directly pay for your services, or qualify for free medical care through Medi-Cal or insurance, planning ahead for this expense is very important. Deciding when and why to seek medical help is hard enough without the added worry of how much it will cost.

Here are some payment ideas to consider:

Private Medical Insurance

Most often this group plan is available through your place of employment. Individual plans vary, so it's important to look at the coverage for inclusion of well baby care and office visits. Individuals may subscribe to insurance plans through private insurance agents or companies.

Medi-Cal

This is California's health plan for low income, AFDC recipients, and persons needing assistance to meet the high cost of medical care (all ages accepted). It covers most health services such as office visits, laboratory tests, X-rays, dental services, medical transportation, pregnancy and childbirth services, and special equipment prescribed by your doctor or clinic.

All persons receiving public assistance e.g. AFDC, SSI, SSP, are automatically eligible for Medi-Cal. Eligibility is not always dependent on a very low income. Medi-Cal will share the medical cost if your income is marginal. Persons and families who are not on public assistance must

apply for Medi-Cal at the Alameda County Department of Social Services closest to them.

The application is long but it is well worth it. When applying, you will need many kinds of documentation—be sure to find out what you need, and bring everything requested. Many clinics and hospitals will allow you to apply for what is called "Medi-Cal Pending" at the time the services are provided. So, don't be afraid to seek medical care because you have no money. For more information on Medi-Cal, call the Alameda County Social Services Agency 874-7006, for North County call 874-5030—South County call 881-6505.
6506.

Health Maintenance Organizations

Another way of paying for medical care is by joining an HMO. This type of organized system for providing comprehensive health care usually includes in-hospital, out-hospital, and preventive health services for all ages, twenty-four hours a day. Whether you join through a group insurance arrangement or as an individual, there is generally a pre-determined monthly fee. For more information on subscribing to this kind of plan call:

■ *North County*

Kaiser-Permanente Medical Center, 280 W. MacArthur Blvd., Oakland 94611
Health plan information 428-6519

Rockridge Health Care Plan, 4341 Piedmont Avenue, Oakland 94611
Consumer Service 655-9337

■ *South County*

Kaiser-Permanente Medical Center, 27400 Hesperian Blvd., Hayward 94545
Health plan information 784-5340

Most HMO's will accept Medi-Cal if you become a member.

When Should I Call the Doctor

There will be times when symptoms are very serious and the pediatrician should be called at any hour of the day or night. At other times, when the child is acting sick and you have questions to ask the doctor, try to call during regular office hours or the morning phone hour. (Most pediatricians have an early morning calling hour to discuss problems.) Generally, if a child is ill, doctors would prefer to see him/her in the morning before s/he has been in school or childcare. This decreases the chance of exposure to other children. Many pediatricians feel that the best rule is "When in doubt, call."

When to Call the Doctor Immediately

Any of the following conditions require prompt medical evaluation:

- Bleeding that cannot be stopped by direct pressure to the wound.
- Unconsciousness.
- Anything beyond a local reaction to an insect sting.

• Breathing difficulties, difficulty catching breath, turning blue.

• Convulsions. Have someone call the doctor while you stay with the child. If convulsions last longer than a few minutes, take the child to the hospital emergency room.

• Severe, persistent abdominal pain that lasts more than two hours.

• Bloody or tarry (black) bowel movement in a child who is not taking iron. It indicates internal bleeding.

• Diarrhea in infants. Watch for signs of dehydration such as listlessness, fever, dry skin, and failure to urinate.

When to Call the Dentist Immediately

If a child knocks a tooth loose, even a baby tooth, call the dentist immediately. If the tooth has been knocked out, find it and wrap it in a clean, wet cloth. Teeth can be successfully reimplanted if the child is treated promptly. This is true of baby teeth, too, and should be done to encourage proper spacing when permanent teeth come in.

For emergencies such as these that occur after office hours or on weekends, or if you do not have a regular dentist, call the hospital emergency room. They have a schedule of dentists who are on call to handle emergency dental needs.

When to Call the Doctor During Office Hours

The first year

• Vomiting. Be able to describe the amount and frequency.

• Unusual crying. Hoarseness, whining cries, or unexplainable cries may indicate problems.

• Fever. A rectal temperature over 101 degrees for two hours or more, plus other symptoms accompanying it.

Preschool age (1 to 6 years)

• Fever (taken rectally) over 101 degrees for two hours or more, and any accompanying symptoms.

• Persistent headaches more than twice a week, or associated with nausea or vomiting.

• Dizziness. If a child cannot keep his/her balance, or feels that the world is spinning around, it is abnormal.

• Persistent vomiting.

• Unusual fatigue or weight loss.

• Constant cough or hoarseness.

• Frequent sore throats and mouth breathing.

• Frequent nosebleeds. This may indicate a problem if bleeding occurs at night or while the child is inactive.

• Sore or swollen joints.

• Frequent or painful urination.

• Enlarged lymph nodes in neck, and sore throat.

• Abdominal pain with increasing severity.

Comfort Measures for Sick Children

Diet

In cases of diarrhea there is no need to encourage solid foods. It is better to drink small amounts of clear liquids (water, tea, apple juice, jello water) frequently. As a child recovers avoid whole milk, spices, greasy foods, raw vegetables and fruits, bran and seeds. After vomiting has subsided, carbonated beverages or popsicles may have a soothing effect.

For most other illnesses you will want to encourage fluid intake. A home-made fruit-juice popsicle is one good way to do this. Offering a child something s/he enjoys every two hours will also help. A straw in a glass or a piece of fresh fruit as decoration will make it seem more appealing.

For sore throats a mixture of honey and lemon juice to taste, or if a child is old enough, a warm salt-water gargle, may be soothing.

A child's appetite varies with illness. Aside from offering fluids it's best not to make food an issue and trust that the appetite will return when the child feels better.

Air

Dry, hot air can be irritating to the respiratory passages of the nose and throat. Open a window for fresh air and lower the thermostat slightly if your rooms are overheated. Try to keep room temperature below 70 degrees.

A vaporizer, which produces a *cool mist*, is soothing and helps the congested tight feeling that goes along with a cold, flu, or sore throat. This is more expensive but safer and more effective than a humidifier, which produces steam. If you don't have either, steam from hot water in a sink, a shower or kettle will do. With small children fill the room with steam first and then bring in the child to prevent accidental burning.

Itching

A cold moist cloth to the area or a bath in tepid water may provide temporary relief.

Calamine lotion is generally helpful.

Keep fingernails short and clean to prevent infection.

Headache

A cool moist cloth to the head may provide some relief.

Fever

Use aspirin or acetaminophen (Liquiprin, Tylenol) as directed by a doctor or clinic.

Do not overdress child.

A moist cool cloth to head may be helpful.

A tepid sponge bath followed by a brisk drying will help lower the temperature when this seems advisable.

Helpful Hints

A rectal temperature reading is more accurate than oral or axillary (armpit) readings. However, if a child resents the rectal thermometer and is too young for the oral route, you may use the armpit method, keeping the thermometer in place for 5 minutes. Remember that the rectal temperature will be higher than the other two.

A bulb syringe may be recommended by the doctor to remove mucus from an infant's nose.

First Aid Home Remedies

Wet and freeze tiny sponges. Put on bruises. Or, use small cans of frozen juice or frozen vegetable packages. Wrap in a towel or use as is—children don't seem to mind these "ice packs" as much as straight ice. If not defrosted when finished, put back in freezer or serve your ice pack for lunch or dinner.

When Giving Medicines

Always give medicine in the smallest amount of liquid possible. This will assure you that the child has taken the full amount. For example, it would be better to give a crushed aspirin in a teaspoon of water or juice than in 8 ounces of juice in a bottle. If the child doesn't finish the bottle, you will never know how much aspirin has really been taken.

Use a plastic eye-dropper—it's always helpful. The medicine can be measured out by teaspoon first and then sucked up and squirted into the side of the infant's mouth.

A child old enough to do so may feel more in control and more agreeable to take medicine if it is offered in a large plastic measuring dropper with a spoon-like end. S/he can take the pre-measured dose with no adult aid—and no spilling. Most pharmacies will hand out such devices for the asking.

Maintain a firm, positive approach when giving required medication. Most children will resist unpleasant-tasting medicine but will eventually relent if they know they have no choice. A caregiver can say, "I know this tastes bad but I want you to take it now, and soon it will be over."

Never give a medicine if you have any doubt about its dosage or about the manner in

which it's to be given. Call the doctor to be certain.

Be aware that medication may have side-effects such as a change in bowel movements, different color of urine, or rashes. Ask the doctor, or pharmacist for advice if changes occur.

Be sure to always complete (without interruption) the full course of penicillin or other antibiotics the doctor prescribes, even if the child's symptoms disappear.

Children's Responses to Illness

Reactions to illness vary greatly. Somewhere between two extremes you will find your child.

A child who is active and involved with his/her surroundings when well may become withdrawn, non-communicative, listless, refuse food or toys, and even affection, when sick. Although a child's illness may seem minor—cold, sore throat, flu—the reaction makes it seem more serious than it really is. Realizing this particular response will help you understand the child and not become overly alarmed. This information may also be helpful to someone who likes to actively assist a person who is sick and who becomes frustrated if there seems to be no soothing measure which helps.

On the other hand, some children react to minor or major illness by becoming demanding, fussy and clinging. You may have to spend extra time and provide more activities with this child. A patient, reassuring approach to this kind of child is made easier by the knowledge that this is a temporary state which will end.

Both these responses are related to the child's uncertainty about what is happening to his/her body and will diminish when the child feels better. As much explanation of illness as the child can understand may help.

Medical Services

Besides getting medical services from a private doctor or at an HMO you can also go to a county or community health clinic called Primary Care Centers. These provide general medical care for individuals of any age and are the first service to seek to treat a problem before going to a specialist. All clinics accept Medi-Cal, Medi-Cal Pending or private insurance, or they will use a sliding fee scale. Many clinics operate certain hours or within certain neighborhood boundaries, and some require that you become a member. The hours of operation and services delivered are subject to change so it's always best to call first.

Hospital Clinics

These offer comprehensive in-patient, out-patient and emergency services.

■ *North County*

Children's Hospital (children and adolescents only), 51st and Grove Streets, Oakland, 94609
General Information 24 hours 428-3000
428-3240 TTY

Highland Hospital (children and adults), 1411 E. 31st Street, Oakland 94602
General Information 534-8055

■ *South County*

Fairmont Hospital (children & adults), 15400 Foothill, San Leandro 94578
General Information 577-1410

Community or County Clinics

These facilities generally offer out-patient care to all ages. Services and referrals may include: Family planning, CHDP check-ups, dental care, high blood pressure screening, immunizations, medical care, marriage blood tests, podiatry, pregnancy tests and counseling, prenatal care, Sickle Cell tests and counseling, Tuberculosis skin test, venereal disease testing, and well-baby clinics.

■ *North County*

Alameda Public Health Center, 2226 Santa Clara Avenue, Alameda 94501
522-0889

Asian Community Health Center, 310-8th Street, Oakland 94606
763-4411

Central District Health Center, 470-27th Street, Oakland 94612
874-7196

Clinica De La Raza, Fruitvale Health Project, Inc., 1501 Fruitvale Avenue, Oakland 94601
261-4773

East Oakland Family Health Center, 7515 East 14th Street, Oakland 94621
568-4882

Eastern Public Health Center, 2449-88th Avenue (and MacArthur), Oakland 94605
577-1700

Hering Family Health Clinic (Holistic Approach), 2340 Ward Street, Berkeley 94703
548-1992

Native American Health Center, 3022 E. 14th Street, Suite 607, Oakland 94601
261-1962

San Antonio Health Center, 1030 E. 14th Street, Oakland 94606
834-8216

West Berkeley Health Center, 2031-6th Street, Berkeley 94710
644-6939

West Oakland Health Center, 700 Adeline Street, Oakland 94607
835-9610

■ *South County*

Centro De Salud De Hayward, 24301 Southland Drive, Hayward 94545
881-6616

Eden Health Center—Fairmont Hospital, Building G, 15400 Foothill Blvd., San Leandro 94578
577-1620

Hayward Community Health Center, 24301 Southland Drive, Suite 408, Hayward 94545
881-6580

Newark Health Center, 7401 Enterprise Drive, Newark 94560
791-4615

Pleasanton Health Care Center, 4361 Railroad Avenue, Pleasanton 94566
462-1755

Tiburcio Vasques Medical Clinic, 33255-9th Street, Union City 94587
471-5880

Child Health and Disability Prevention Program (C.H.D.P.)

There is a C.H.D.P. in every local health department in California. The purpose of the program is to promote the health of children through early identification and treatment of health problems and to provide health education and immunization. The following children are eligible:

• All children and young adults ages 0-20 who are covered by Medi-Cal are eligible for regular check-ups at no cost.

• All children between 18 months before and 90 days after first grade entry whose family size and income fall within certain limits. About 40% of these children are eligible for health check-ups at no cost to parents.

You can get C.H.D.P. services through private doctors, prepaid health plans, health departments and clinics.

All children entering first grade and those children in Headstart or in State Preschools must have a health exam and current immunizations. Many of these children are eligible for the C.H.D.P. services at no cost to the parent. This check-up includes: a complete health and development history, a "head to toe" physical exam, a nutritional evaluation, vision test, hearing test, dental check, urine, blood and T.B. screening test, and immunizations, if needed.

Public Health Services

Public Health Nursing Services in different cities can offer many supportive services in one-to-one counseling, group counseling or through home visits. Areas of service include: acute communicable disease counseling, aging and chronic disease counseling, child abuse and neglect, well baby care, community health education, family planning, maternal and infant health, mental health promotion, parenting, T.B. control, venereal disease control.

■ *North County*

Alameda County Office of Public Health Nursing, 499-5th Street, Oakland 94606
874-5433

Berkeley Public Health Department, 2180 Milvia Street, Berkeley 94704
644-6500

East Oakland Area, 2449-88th Avenue, Oakland 94605
577-1700

■ *South County*

Fremont Public Health Center, 39439 Paseo Padre Parkway, Rm 205, Fremont 94538
791-4611

Hayward—San Leandro, 15400 Foothill Boulevard, San Leandro 94578
577-1287

Livermore, Dublin, Pleasanton, 3730 Hopyard Road, Room 102, Pleasanton 94566
462-5775

Livermore Health Care Center, 3311 Pacific Avenue, Livermore, CA 94550
447-1881

Vector Control

If you are worried about rats, insects such as roaches and mosquitos and general unsanitary conditions (It can happen in the best of neighborhoods!), the Health Departments division of Environmental Health and Sanitation will do an inspection and offer consultation on how to correct these conditions.

Alameda-Albany-Emeryville-Oakland-Piedmont, 470-27th Street, Oakland 94612
874-6794

Berkeley, 2180 Milvia Street, Berkeley 94704
644-6510

All of South County, 224 W. Winton Avenue, Room 109, Hayward 94544
881-6390

Perinatal, Post Partum, and Well-Baby Clinics

These clinics offer lab services, on going health care during pregnancy, delivery at local hospital, childbirth classes, postpartum care for the mother and newborn.

Berkeley Maternity and Infant Care, Perinatal Program (M.I.C.), 2015 Center Street, Berkeley 94704
644-6450

Children's Health Clinic, 470-27th Street, Oakland, CA 94612
874-5521

City of Berkeley Public Health, Child Health Center, 2180 Milvia Street, Berkeley, CA 94704
644-6734

YWCA Health Clinic, 1515 Webster Street, Oakland 94612
444-4326 or 444-5364

Women's Clinics

These are clinics which are especially interested in promoting women's self-help skills. Most offer family planning, pregnancy testing, health education and counseling. They either provide services or referrals for sterilization, abortion, STD (Sexually Transmitted Diseases) counseling and GYN services.

Berkeley Women's Health Collective, 2908 Ellsworth, Berkeley 94705
843-6194

Oakland Feminist Health Center, 2930 McClure Street, Oakland 94609
444-5676

Pregnancy Consultation Center, 400-40th Street, Oakland 94609
652-6503

The emphasis here is on direct services such as abortion, sterilization, family planning.

Hearing

How Can I Tell If My Child's Hearing is OK?

The Alexander Graham Bell Association for the Deaf provides this simple check list.

Birth to 3 months. Is startled by loud sounds. Is soothed by mothers voice.

3—6 months. Turns eyes and head to search for location of sound. Responds to mother's voice. Imitates his own noises—oohs, ba-ba's, etc. Enjoys rattles and other sound making toys.

6—10 months. Responds to his/her own name, telephone ringing, and someone's voice, even when not loud. Understands "no", "bye-bye", and other common words.

10—15 months. Can point to or look at familiar objects or people when asked to do so. Imitates simple words and sounds.

15—18 months. First words are well on their way. Follows simple spoken directions. By 18 months there should be many more words.

What To Do If You Are Worried

Since your child's most fundamental learning will take place between birth and four years of age, normal hearing is important. If you suspect that your child or yourself has a hearing loss, first you would call your doctor. If your doctor can't test your child, you may want to go to a private audiologist or speech therapist or to a special clinic. Speech problems may go hand-in-hand with hearing problems. So many of the following clinics will also do a speech evaluation. Most clinics will accept Medi-Cal, private insurance or sliding fee scale.

■ *North County*

Children's Hospital—Communication Disorder Clinic, 51st and Grove Streets, Oakland 94609
428-3344

This clinic can test the very young children and emotionally disturbed or mentally retarded children.

Easter Seal Society, 2757 Telegraph Avenue, Oakland 94609
835-2131

Herrick Hospital—Communication Disorder Clinic, 2001 Dwight Way, Berkeley 94704
540-4415 TTY 540-4574

This facility is available to test the very young and emotionally disturbed or mentally retarded children. A therapist on staff is proficient in Black English. They also have group programs for pre-schoolers.

Holy Names College, 3500 Mountain Boulevard, Oakland 94605
436-1064

■ *South County*

California State University, Hayward Hearing and Language Clinic Center for Communication Disorders, 2500 Carlos Bee Boulevard, Hayward 94542
881-3233

Fairmount Hospital, Speech Pathology and Audiology Department, 15400 Foothill Boulevard, San Leandro 94576
577-1579

Public Schools

Remember your schools are required to do audiology screening every other year for school children from kindergarten to 12th grade. Speech evaluation for children with suspected problems and speech therapy when indicated is also offered. Some school districts are evaluating children as young as 3 years old. (See pages 174-5 for the numbers of the Special Education Services within your school district.)

Vision

How Do I Know My Child May Have A Vision Problem?

It is sometimes difficult to tell how much a child can see before the age of three or four. At that age they can be accurately tested. But you should be sure to check with your doctor about the following conditions:

- When a child over three months cannot follow an object with his eyes
- If one or both eyes turn in or out after age 6 months
- If school age children hold books or other objects very close to their faces
- Headaches after reading or watching television
- Too frequent blinking, squinting or rubbing of eyes

Speak to your doctor about these concerns and you can expect a referral to either an Opthalmologist (a physician who diagnoses and treats diseases and defects of the eye) or to an optometrist (a person trained and licensed to examine and test the eyes and to treat by prescribing corrective lenses or programs of exercise).

In addition to the special clinics listed below, private opthalmologists and optometrists are listed in the phone book. Most accept Medi-Cal, private insurances or have a sliding fee scale for optometric services.

■ *North County*

(See also Primary Care Centers)

Asian Health Center
763-4411

Children's Hospital
428-3000

East Oakland Family Health Center
568-4882

Highland Hospital
534-8055

West Oakland Health Center
835-9610

Dental Care Clinics

The following clinics offer low cost, sliding scale or accept Medi Cal for dental work. Most offer emergency services, x-ray and exam, restorative work, oral hygiene (cleaning and flouride), and some other limited special services like endodontics (root canal), orthodontics, periodontics (gum diseases) and oral surgery. Call for specific age, area or income limitations as well as hours and days of service.

■ *North County*

Berkeley Free Clinic, 2339 Durant Avenue, Berkeley 94704
548-2570

Limited mostly to x-ray, exam, cleaning, emergency work, and referral.

West Berkeley Health Center Dental Clinic, 830 University Avenue, Berkeley 94710
644-6939

Children age 3-15 only

Central Health Center Dental Clinic, 470 27th Street, Oakland 94612
874-7196

Children and Youth Project Dental Clinic, 470 27th Street, Oakland 94612
874-7105, ext. 7106

Children only age 3-15

Highland Hospital Dental Clinic, 1411 E. 31st Street, Oakland 94602
534-8055, ext. 276

Children's Hospital Medical Center Dental Clinic, 51 and Grove Streets, Oakland 94609
428-3316

Children age 1-16 only

East Oakland Family Health Center, 7515 E. 14th Street, Oakland 94621
568-4882

La Clinica de la Raza, 3050 E. 16th Street, Oakland 94601
261-5662

Primarily Bi-Lingual Spanish Fruitvale residents area

West Oakland Health Center, 700 Adeline Street, Oakland 94607
835-9610

East Bay Native American Health Center Dental Clinic, 3022 E, 14th Street, Oakland 94601
261-0622 (Ask for dental)

■ *South County*

Fairmont Hospital Dental Clinic, 15400 Foothill Blvd., San Leandro 94578
577-1672

Union City Dental Clinic, 1203 "J" Street, Union City 94587
489-5200

Chabot College Dental Hygiene Clinic, 25555 Hesperian Blvd., Hayward 94545
786-6900

Limited mostly to x-ray, exam, cleaning.

Special Dental Programs

California Children Services—Alameda Co. Health Care Services Agency—Orthodontic Program, 499 5th Street, Oakland 94607
874-5993

Age 11-17, mostly severe cases with low income.

Southern Alameda County Dental Health Foundation, 2867 Grove Way, Castro Valley 94546
886-3404

Under age 12, emergency mostly.

United Cerebral Palsy of Alameda/Contra-Costa Co., 1904 Franklin, Suite 204, Oakland 94612
832-7431

This group gives referrals for dental care for developmentally disabled individuals.

University of the Pacific, School of Dentistry, 2155 Webster Street, San Francisco 94115
929-6500

Student Dentists

University of California, School of Dentistry, 100 Buchanan Street, San Francisco 94102
666-5608

Student Dentists, 3-6 months wait

Dentist Information Referrals

Alameda County Dental Society
832-4461

Southern Alameda County Dental Society
886-3404

Alameda County Dental Health Bureau
874-5072

Health Education and Support Groups

Alameda County Heart Association, 11200 Golf Links Road, Oakland 94605
632-9606

The Heart Association provides telephone information and referrals related to cardiovascular disease. Also available are: a phone-in nutrition line, patient clubs (for parents of children with congenital heart disease, for people who've experienced heart surgery, for people who have pacemakers, etc.), films and books related to heart disease, emergency information wallet cards for heart patients, and referrals for Cardio Pulmonary Resuscitation (CPR) training.

Alameda County Hypertension Council, 11200 Golf Links Road, Oakland 94605
568-1650

The Council makes referrals for the medical treatment needs of its callers and provides information about high blood pressure, blood pressure measurement, screenings, public education events and stop smoking clinics.

American Diabetes Association, 6923 Stockton, El Cerrito 94530
525-2137

This group has an excellent literature file on diabetes, plus periodic support groups for children, teen-agers and adults. They also have information on summer camps for people with diabetes.

American Lung Association, 295 27th Street, Oakland 94612
893-5474

The Lung Association has informational materials on asthma and other lung diseases such as flu and pneumonia, and periodically offers classes on breathing and caring for the child with asthma. Association staff also work with the schools to educate children to the dangers of smoking.

Berkeley Free Clinic, 2339 Durant Avenue, Berkeley 94704
548-2570

There are medics on duty to see people with simple health problems. Other problems are referred out of the clinic. Staff are interested in health education and helping its clients form self-help groups.

Berkeley Holistic Health Center, 3099 Telegraph Avenue, Berkeley 94704
845-4430

This is a consortium of holistic health educators, therapists and clinicians who offer complete clinical and educational services in one-to-one or group counseling. Clinicians in acupuncture, homeopathy, and nutrition as well as a general practice physician, an osteopath and podiatrist are on the staff. If they cannot assist you with your concerns they will refer you to others who can.

Cystic Fibrosis Foundation, 440 Bay Bridge Office Plaza, Emeryville 94608
653-5270

This group offers support, information and referrals for parents and the community. They also fund research and have a library and speakers bureau. Cystic Fibrosis clinics are located at Children's Hospital, Oakland (428-3305) and Children's at Stanford (327-4800, ext. 238). Both clinics sponsor parent support groups and summer camps for children.

D.E.S. Action, 1638 B Haight Street, San Francisco 94117
621-8032

Between 1941 & 1971 several million women were given the drug during pregnancy. Many daughters and sons born to these mothers have had problems such as cervical changes, and

miscarriage. This group offers information, support and political action.

Hemophilia Foundation of Northern California, 1815 Telegraph Avenue, Oakland 94612
444-4855

This group does referral to other agencies, has available educational materials and films on hemophilia, sponsors an annual symposium (San Francisco) on the needs of children and adults with hemophilia, and sponsors a summer camp. Since 99% of hemophiliacs are boys, the camp serves only boys at this time: 8-14 year olds are campers, 15-20 year olds are junior counselors.

Herpes Self-Help Group—"HELP", P.O. Box 100, Palo Alto 94302
321-5134

"HELP" is a public education and support group for people who suffer from recurrent Herpes infections.

Leukemia Society of America, No. California Chapter, 323 Geary Street, San Francisco 94102
781-4270

The Leukemia Society has free informational packets related to leukemia and makes available a maximum of $600 per year per patient for miscellaneous expenses such as transportation or medicine.

Lupus Support Group, 1154 Park Avenue (mailing address only), Alameda 94501
522-3375

The Lupus group meets for a monthly rap group, and has a 24 hour stress-line.

Multiple Sclerosis Support Group, 1154 Park Avenue (mailing address only), Alameda 94501
522-3375

This group meets for a monthly rap session.

Sick Child Care Program/Wheezles & Sneezles, 1108 Building F, San Pablo Avenue, Albany 94706
526-7425

This agency offers care at their site for children who are mildly sick or are recuperating from illness. Children must be at least 2 years old and potty trained. There are future plans for them to dispense workers to your house for a fee.

Sickle Cell Anemia Research and Education, Inc. (S.C.A.R.E.), 330-41st Street, Oakland 94609
547-6965

S.C.A.R.E. offers support groups for patients and parents of sickle cell patients, advocacy and referral to needed social services, screenings, job referral, genetic counseling, a speakers bureau and both emergency and non-emergency transportation.

Dialing for Health

The Beech-Nut Infant Nutritional Hotline

It is a toll free general information source on baby care which has over 65 tapes on child development and nutrition. The lines are open 9am–4pm Eastern time.
Call 800-523-6633

N.H.I.C., P.O. Box 1133, Washington, D.C. 20013
(800) 336-4797

If you want to talk to a "real live" person instead of hearing a tape, the National Health Information Clearinghouse is designed to help find answers to your questions on health. The N.H.I.C. serves the public and health professionals working with the public.

Tel-Med

This is a free dial-a-tape information service with more than 250 tapes of three to five minute talks. Volunteers answer your call and put on the appropriate tape.

Write or call for a brochure:

Alta Bates, Audio-Tape Library, 3001 Colby Street, Berkeley 94705
548-6800

West Oakland Health Center, Tel-Med, 700 Adeline Street, Oakland 94607
893-8050

Visiting for Health

You can visit these places if you wish to experience the joys of health education through hands-on activities and audio visual aids.

Alta Bates, Hall of Health, 3001 Colby Street, Berkeley 94705
845-7110 ext. 2445

Here are many participatory games appropriate for the elementary school age child along with a fine assortment of take home material.

Health Center Library, Kaiser-Permanente Medical Center, 280 W. MacArthur Boulevard, Oakland 94611
428-6569

There are many movies, audio-visual cassettes, books and pamphlets covering many aspects of health and illnesses for both parents and children. No appointments or membership in Kaiser is necessary.

Want to Know More? Want to Do More?

Alameda Health Consortium, 478 W. MacArthur Blvd., Oakland 94609
653-6355

This is a consortium of twelve community health clinics which advocate at the local and state levels concerning specific bills and health policies.

The Alexander Graham Bell Association for the Deaf, 1537 35th Street, N.W., Washington, D.C. 20016

This association promotes the development and use of speech by the hearing impaired. It sponsors conferences and has books, periodicals and non-print media to order e.g. "Hearing Alert!" —a pamphlet for parents worried about their baby's hearing. Write for a publication brochure.

American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Ill. 60204
(312) 869-4255

Send for their publications brochure. Topics include car-seat safety, child health standards, and daycare standards.

The Center for Consumer Education, 380 West Maple Avenue, Vienna, VA 22180
(703)281-5893

"Taking Care" is a monthly newsletter designed to enable consumers to take charge of their health. The newsletters provide simple advice on such things as care for common disorders e.g. rashes and how to purchase appropriate over-the-counter drugs. The center offers educational programs through employers, health centers, community organizations, and schools.

Children in Hospitals, 31 Wilshire Park, Needham, MA 20970
(617) 444-3877

This is an education and advocacy group devoted to humanizing the hospital experience for parents and children. Request their pamphlet on organization's goals and publications.

Coalition for the Medical Rights of Women, 1638 B Haight Street, San Franisco 94117
621-8030

The focus of this group is public and professional education about women's health issues, advocacy and community organizing on such issues as reproductive rights and dangerous drugs. It publishes a newsletter and offers speakers.

G.A.S.P. Educational Foundation, 2054 University Avenue, Room 501, Berkeley 94704
841-8686

G.A.S.P. is an education, information and advocacy group for non-smokers' rights. Available also are information on the health effects of smoke on non-smokers and legal counsel when non-smokers' rights are violated.

Herrick Hospital and Health Center, 2001 Dwight Way, Berkeley 94704
540-4490

Herrick has a Life Preserver Kit available. It includes information on first aid, fire and earthquake safety in binder form. Write to: Office of Community Relations.

National Society for the Prevention of Blindness. Home Eye Test, 79 Madison Avenue, New York 10016

This organization has many pamphlets on eye safety and early detection of eye disorders, e.g. How to Safely Jump-Start a Car. "The Painting E" is a *free* home eye-test for pre-schoolers to detect amblyopia (lazy eye). The chart and instructions are available in English and Spanish.

These pamphlets and a brochure of publications may be more readily available by sending a business size stamped self-addressed envelope to the local chapter:

Northern California Society to Prevent Blindness, 4200 California Street, Suite 101, San Francisco 94118
387-0934

This chapter also offers free vision screening to pre-schoolers.

Tay Sachs Disease Prevention Program, U.C. Medical Center, 1475 Health Sciences West, San Francisco 94143
658-5568

This group co-ordinates free screening programs for non-pregnant people and offers information on Tay-Sachs Disease.

VOLUNTEER

Most hospitals have very active volunteer auxiliaries and welcome people who may want to help hospitalized individuals or who may want to help with fundraising, community relations or health education. (See pages 216-17 for the hospitals near you or pages 199-200 for the Primary Care Centers.)

Books on Health

■ *For Parents*

Child Health Encyclopedia—The Complete Guide for Parents by Boston Children's Medical Center and Richard I. Feinbloom, M.D. New York: Dell Publishing Co., Inc. 1975.

Childhood Illness—A Common Sense Approach by Jack Schiller, M.D. New York: Stein and Day, 1974.

Child's Body, A Parent's Manual by Diagram Group. New York: Simon & Schuster, 1977.

How to Be Your Own Doctor (Sometimes) by Keith W. Sehnert, M.D. New York: Grosset & Dunlap, 1975.

Our Body Ourselves, A Book By and For Women (revised and expanded) by the Boston Women's Health Book Collective. New York: Simon & Schuster, 1971.

Pediatrics for Parents (Newsletter), Box 1069, Bangor ME 14401.

Period by Jo Ann Gardner-Loulan, Bonnie Lopez and Marcia Quackenbush. San Francisco, CA: New Glide Publishing, 1979.

Taking Care of Your Child—A Parent's Guide to Medical Care by Robert H. Pantell, M.D., James F. Fries, M.D. and Donald M. Vickery, M.D. Phillippines: Addison Wesley, 1977.

The Well Baby Book by Mike Samuels, M.D. and Nancy Samuels. New York: Summit, 1979.

■ *For Children*

Books that Help Children Deal with a Hospital Experience, Publication #78-5224, U.S. Department of Health, Education and Welfare. Write Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Blood and Guts—A Working Guide to Your Own Insides by Linda Allison. Boston, MA: Little Brown & Co., 1976.

Germs Make Me Sick, A Health Handbook for Kids by Parnell Donahue, M.D. and Helen Capellaro. New York: Alfred A. Knopf, 1975.

My Doctor by Harlow Rockwell. New York: MacMillan Publishing Co. Inc., 1973.

Slim Goodbody—The Inside Story by John Burstein. New York: McGraw-Hill Book Co., 1977.

Here's How BANANAS Can Help You

BANANAS has a public health nurse to answer simple health related questions, discuss developmental problems and explore health/illness issues related to child care. You can call her on the Warm Line, 658-6046.

First Aid

There is almost nothing in the world which evokes more anxiety in adults than the thought of (our) children being seriously injured, permanently harmed, or dying. When an accident occurs, many parents feel guilty, angry, hysterical, or powerless—some or all of these feelings—and more! This anxiety, which goes along with any emergency, is *natural*. It's our body's way of helping us decide what to do. In any situation requiring *first aid*, it is always important for the adult to *act calmly* and to take time to assess the degree of injury. Reassure the injured child (and the other children who may be "watching" or "helping" with the emergency) by describing your actions and what may be happening (i.e. "you are bleeding. Mommy is scared too but it will stop soon and things will be okay") and by telling them all that you are in control of the situation. And always remember to review the event, your responses, and your feelings about the accident at a later time.

The truth is that no matter how we try to protect them, our children will get hurt and accidents will happen. Injuries are a fact of life and most cuts, scrapes, and bruises are minor and not life-threatening. We must all be vigilant in trying to provide a safe environment for our children.

This first aid section will not replace a doctor or other skilled medical personnel. It is intended to give you information on medical problems which occur so that you can handle them more knowledgeably and without panic. Whenever you are in doubt about dealing with any problem, be sure to call a doctor or clinic immediately. Emergency numbers are listed at the end of this guide for quick reference.

In an emergency, remember to:

1. *Remain calm* and offer assurance and comfort.
2. Assess the situation by checking breathing, pulse, bleeding, broken bones.
3. Do not move a child unless absolutely necessary.
4. If injury seems at all serious, look around for an adult (or an older child) to go and call for help.
5. Continue talking in a quiet reassuring manner about what's happening.

What Will You Find Here?

Bites and stings (insect, animal, human)
Bleeding
Broken Bones
Burns
Choking
(also Mouth to Mouth Resucitation)
Cuts and Scrapes
Drowning
Electric Shock
Head trauma
Mouth to Mouth Resucitation
Nose bleeds
Poisoning
Poison Oak
Seizures
Splinters
Teeth emergencies

Bites and Stings

Human bites. Human bites are extremely dirty. Wash thoroughly with soap and water or peroxide. If only a slight bite (skin just broken, not deep) watch at home for infection. Look for redness around the wound, swelling, tenderness, pus. Make sure that the child's tetanus immunization is up to date. If the wound is deep, take the child to the doctor or emergency room for cleaning and possible antibiotics to fight infection.

■ *Dog*—(WHAT TO DO.) Try to locate the dog and arrange to have it isolated and observed for 10 days. Check on the dog's rabies vaccination record. In general, if you wish to report a dog bite to the police, have the bite checked by a doctor first. If the bite is bleeding profusely, apply direct pressure with a clean cloth while you are en route to having it treated.

Other than dog. Raccoons and skunks are the two animals in this area most prone to rabies. Any bite that you are not sure about should be seen immediately. All bites should be cleaned at once and direct pressure applied if bleeding. Most animal bites have the same potential for infection as human bites so it is important to watch for infection.

■ *Bees, wasps, hornets and yellow jackets.* Symptoms are redness and raising of the skin around the bite, pain at the site of sting, itching. The swelling can be extensive. About 20% of people are extrasensitive to insect stings. Symptoms of a serious reaction to a sting may include: hives, nausea, vomiting, diarrhea, headaches, tightness in the throat and chest, wheezing, coughing, sneezing, trouble breathing.

■ WHAT TO DO: Try to remove the stinger. Apply ice to the area of the sting—this constricts the blood vessels and helps keep the toxin from spreading as quickly. Clean and watch for infection. If a serious reaction develops, get child to a hospital quickly. If breathing stops, apply artificial respiration. Serious reactions to insect stings do not usually develop the first time a child is stung. Reaction to a sting is due to the body's production of chemicals that counteract the insect's toxin. The body actually is reacting to its own defense mechanism. The body does not produce enough of these antitoxins to cause a reaction until the child has been stung several times. A reaction is dependent on the amount of venom, number of stings, where the child is stung, the child's sensitivity. If you know that your child is hypersensitive it is recommended that you get a medic-alert bracelet for him or her and find out about getting a special first aid kit equipped to deal with sensitivity to insect stings.

■ *Spider bites.* The Black Widow is the only spider in this area that usually produces a serious reaction to its bite. The Black Widow is a shiny, coal black button-shaped insect with a red hourglass marking on its belly. The body is about 1/2-inch long.

Symptoms of its bite are: numbing pain in bitten area, pain in abdomen, chest, shoulders,

or back, weakness, nausea, vomiting, headache and sweating.

WHAT TO DO: Cleanse the area, apply ice pack and get to the hospital.

■ *Ticks.* Cover tick with heavy oil (mineral, salad or machine) to close its breathing pores. The tick may disengage at once or, if not, allow oil to remain in place for 1/2 hour. Then, carefully remove—in a counter-clockwise direction—the tick with tweezers—be sure all parts are removed. Cleanse the area and watch for infection. Ticks are attracted to body parts where blood supply is close to the surface. Check head and groin area in particular.

■ *Snake bites (in this area—rattlers).* Symptoms are swelling and discoloration around area of bite, muscle cramps, disorientation, fright, shock and convulsions.

WHAT TO DO: Put constriction band around limb above wound, tight enough so that veins bulge, but so you can still feel pulse. Keep arm or leg still, below level of heart and get to the hospital.

Bleeding

Most bleeding which occurs from the usual cuts and scapes is not serious. Although cuts to the face and head do bleed quite freely, their appearance is usually more frightening than the actual injury.

WHAT TO DO: Most bleeding from superficial wounds can be controlled by the application of direct pressure, using a clean cloth, over the cut. Infection can be prevented through gentle cleansing with mild soap and water.

Stitches. It's hard to know when a wound needs to have stitches. A general guideline would be—that if a cut is more than 1/2" long, extends through the full thickness of skin, and/or appears on the face, diaper area, or areas that bend like elbows or knees, stitches will be required. The child should be taken to a physician or clinic within 6 hours of an injury. If a cut is small and obviously doesn't need stitches, clean the wound well and bandage it with sterile material. Change the bandages when they get dirty and watch for signs of infection.

For wounds that bleed excessively (hemmorage) firm, continuous pressure accompanied by elevation of the body part above the level of the heart is advised. Seek medical attention promptly when bleeding is difficult to control.

Broken Bones

Any deformity of an injured part suggests a fracture may have occurred.

- Do not move if you suspect a fracture of the neck or back. Call an ambulance to move.
- If there is a fracture of limb immobilize by splinting and seek medical care.

When in doubt always seek medical care. Tiny fractures at the end of the bones, hair line fractures and chipped bones heal better if they are immobilized with a cast or splint.

Burns

■ *Symptoms*

- *1st degree*—redness, pain, area might appear swollen. Sunburn is an example of a first degree burn.
- *2nd degree*—redness, blisters form and there is fluid loss from the burned area. The burned area is often raised.
- *3rd degree*—The burned area is sunken, dry. The area may range in color from pale to white to brown to charred. There is not much feeling of pain because nerve endings in the area have been damaged. Loss of feeling may occur in second-degree burns as well.

What to Do:

- *1st degree burn.* Put cold water on the burned area, or for sunburn, bathe in cool water.
- *2nd degree.* Put the burned area in ice water or cover the burn with cold water. Wash the burn with soap—either plain or a gentle bactericidal soap. If the burned area is extensive seek further medical help for the child. If the burns are on the face, hands, feet, or genitals, or the child is burned on 10% or more of the body

surface, the burns should be considered extensive. If you are unsure or don't feel comfortable treating a lesser 2nd degree burn, take the child to a doctor. If it is a small 2nd degree burn and you want to treat it at home, you can put neosporin or bacitracin on the burn and cover it with *sterile* gauze. Then wrap the area with gauze bandage. The burn *must* be kept clean and the dressings changed daily. Watch closely for signs of infection. It is extremely important that burns be kept clean because they are prone to infection.

- *3rd degree.* Cover the burned area with a clean, wet, cool cloth. This protects the area from germs and lessens pain because air is unable to get to the burn. Get the child to a hospital immediately and watch for signs of shock.
- Don't pop blisters.
- Don't use butter, grease, or salve on burns. IMPORTANT:
- **GENERAL PRINCIPLES WHEN CLOTHES ARE ON FIRE:**
- STOP
- DROP
- ROLL
- COOL.

Choking

Choking is a healthy response to an obstruction of the airway. The causes are varied. It can be due to an anatomic obstruction such as the tongue dropping back or swelling of the tissues in the throat due to the croup, epiglotitis, or an allergic reaction. Choking can also be caused by foreign bodies such as beads, nuts, etc., or inhalation of vomitus or mucus.

WHAT TO DO: Choking on a foreign body. If the child is not breathing, it will be apparent. There will be no coughing or crying, the tongue, lips and nailbeds will turn bluish and the body may become limp. These are signs that breathing is completely blocked. If practical, have someone call emergency help to come to the child, but *start first aid measures immediately.*

1. Hold child over knee—head down. Give rapid hard whacks between shoulder blades. This may help dislodge the object. If the first procedure fails, then

2. Look into throat. *Try to remove block with finger.* Be careful not to push it in further. Move finger along side of mouth to hook object out.

3. Or, thirdly, stand behind child, press thumb side of fist between naval and ribs. Grasp fist with other hand. *Thrust thumb-side of fist against belly* with an inward and upward movement. Repeat if necessary. Air pressure may thrust out block. For baby, use fingers instead of whole fist.

Seek medical advice when breathing is resumed.

If your child can breathe this will also be apparent to you. Your child will cry, cough, talk. These are signs that air is still able to get through and that a complete block does not exist. OBSERVE your child closely. The child's own cough reflex may be enough to dislodge the block. Avoid drinks, slaps on back and poking at object. Watch for signs of further distress.

Seek medical attention if partial block is still in place.

A child will sometimes inhale something into the lungs. One of the major signs of this will be rapid breathing. You may also notice the child grunting or experiencing shortness of breath. If you notice any of these symptoms, call your doctor or take the child to an Emergency Room.

Mouth to Mouth Resuscitation

When your child is not breathing and you are sure nothing is blocking the airway, start mouth-to-mouth rescue.

- Clear mouth with your finger removing any food, mucus, vomit, or object.
- Place child on its back.
- Tilt child's head back slightly with chin up.
- Pinch nostrils and cover child's mouth with yours.

• With small infants cover both their mouth and nostrils.

• Blow gently until the chest moves.

• Remove your mouth and let the child's lungs empty.

• Repeat at a rate of 20 times per minute.

If the child's chest does not move, consider the possibility of an object blocking the airway and go on to the choking procedure.

Cuts and Scrapes

Clean thoroughly with soap and water and cover with a band aid.

Drowning

Send for help immediately.

• Do not swim to the person unless you have something to float with or if you are an excellent swimmer.

• Throw anything that floats to the person e.g. board, inner tube, sealed cooler.

• If necessary begin artificial respiration immediately, even while still in the water.

With the immediate start of artificial respiration more people are being saved even though they have been submerged for some period in cold water.

Electric Shock

• Before touching the child: turn off electric current, pull plug at the fuse box circuit breaker.

• If this isn't possible, use a dry stick or broom handle to push child away from electrical source.

• Check for breathing and if child's breath is weak or has stopped see mouth to mouth resuscitation.

• Call for help and while you wait for it to arrive, keep the child warm and do not give the child anything to eat or drink.

Eyes

■ *Foreign bodies in the eye:*

• Do not rub eye.

• If the foreign body is on the surface of the eye or eyelid, flush eye with clean water.

• If the foreign body is embedded in the eye, apply a light dressing over both eyes and seek immediate medical care.

• Red, discharging and constantly tearing eyes, you should seek immediate medical care for a possible infection.

■ *Chemicals in the eye:*

• Flush immediately with water in a direction beginning from the nose to ear.

Ears

■ *Foreign body in ear.* If it is stuck, seek medical care. To avoid lodging the object further into the ear "leave it alone".

Head Trauma

Symptoms indicating a serious head injury may not be present right away. Things that you should look for are:

• change in pupil size, especially if the pupils are different sizes

• severe headache—in an infant it may present itself as increased crying and irritability

• unusual drowsiness and/or difficulty in waking

• nausea and/or repeated or forceful vomiting

• unsteadiness in walking or crawling

• bulging fontanel in infants

• seizures

• unconsciousness

WHAT TO DO: If there is bleeding involved, to stop the bleeding apply direct pressure to the wound for 10-15 minutes, then treat accordingly. A bruise or lump does not necessarily indicate a serious injury. If the child appears to be fine after a head injury you can observe him or her at home. It is a good idea to wake the child every hour at night or during a nap. If any of the above symptoms occur have the child seen by a doctor.

Nosebleeds

• Keep child at rest in upright position.

• Pinch nostrils and hold for 5 minutes by the clock.

If blood is accompanied by a thick green discharge, an infection or foreign object may be present in the nose and medical attention should be sought.

Children frequently put small things in their noses. Remove object very gently if you can reach it. Be very careful not to push it further up. If you cannot reach it, seek medical assistance.

Poisoning

If you suspect your child has eaten or drunk something poisonous, let's start with some NEVERS! Because of the danger of choking, *never* make anyone who is unconscious vomit or take anything by mouth. And, *Never* induce vomiting when you suspect a child has swallowed a corrosive such as lye, drain cleaners or products which contain petroleum because the substance can cause additional damage to the throat as it comes up again. Before you induce vomiting and to get advice on how to handle a suspected poisoning, call the Poison Control Center at Children's Hospital, Oakland.

When you call be prepared to give the following information: age and weight of child, physical and mental state (e.g. sleepy, confused), what has been swallowed, how much if known and approximate time it happened. If you are unsure what the child has taken, save all suspected containers or medical bottles along with anything the child vomits. If the child is unconscious, you will be told to bring her/him immediately to the nearest emergency hospital. If the child is conscious, you may be told: 1) to give the child a glass of water or milk to dilute the poison, and/or 2) to induce vomiting with *syrup of ipecac* or if that's not available by tickling the back of the throat with your finger (make sure the child's head is lower than its hip to prevent choking). Give one tablespoon followed by a glass of water unless instructed otherwise.

If you are traveling outside of Alameda County, call the local Fire Department.

Poison Oak

Poison oak rash is an allergic reaction to the oil found on the leaves and other parts of the plant. The rash is not contagious. However, the rash can be spread from the oil which may be on pets, clothes and other articles that come in contact with the plant.

Everything which touches the plant should be immediately washed including pets, sleeping bags, coats, camping things.

For children, thoroughly wash body areas with soap and cool water. Rinse very well.

The rash will erupt any time from six hours to several days after exposure.

Seek medical attention if large areas of the body, face or genitals are affected or if signs of infection appear.

For small areas, Calamine lotion can be applied. Baths in cool/warm water to which you may add baking soda (enough to cloud the water) will be soothing and will help keep the body clean.

Seizures

Some of the symptoms you may notice if your child has a seizure are rigidity and jerking; the eyes may roll, the head may be thrown back in a stiff fashion. Seizures can be caused by many things. Some of the most common are: high fever, epilepsy, head trauma, ingestion of a drug or chemical.

WHAT TO DO: Let the child finish the seizure before you do anything else. Move any furniture, etc., out of the way so the child doesn't get injured. Make sure the child is breathing and

that the tongue is not blocking the airway. Turn the head to the side so that if the child should vomit it would not be aspirated. You can place a pillow under the child's head if it is a hard surface. After the seizure is over, the child may be disoriented and exhausted. Reassure the child and try to have them relax in a quiet place while you phone your doctor or prepare to go to the emergency room. Children *must* be seen by medical personnel if they have had a seizure for the first time.

Febrile seizures. happen when the child has a high fever. This is seen most in children between the ages of 1 and 3. About 8 – 10% of children in this age range are vulnerable.

WHAT TO DO: It is important to keep the fever down. Aspirin or an aspirin substitute is very effective in helping to control fevers. Make sure that you give the correct dose at the proper time, as too little is ineffective and too much can be dangerous. Bathing the child can also help to bring a fever down. Put the child in a lukewarm bath for at least 10 minutes, making sure that the groin and underarms are cooled. This is much more effective than an alcohol bath.

Splinters

- Wash area.
- Gently remove splinters with tweezers.
- Watch for signs of infection e.g. redness, pus.
- Apply antibiotic cream as necessary.

If splinters are too deep to remove, seek medical care. (Splinter tweezers with sharp points are available at most drug stores.)

Teeth Emergencies

Bumps to mouth are always very bloody so:

- Don't panic
- Rinse out area to establish amount of injury
- Most loose teeth in proper position will tighten up again
- Observe the teeth and gums for signs of infection and pain and call your dentist if they occur
- If a tooth is knocked out, wrap it in a clean moist cloth and call the dentist immediately, it can be replaced.
- (This tooth does not go the the tooth fairy)

Want to Know More? Want to Do More?

Planning Ahead

First Aid Courses are available at Red Cross.

Red Cross Chapters

Alameda City, 2017 Central Avenue, Alameda, CA 94501
522-7711

Berkeley—West Contra Costa, 2116 Allston Way, Berkeley, CA 94704
845-1430

Alameda County—South & Oakland, 2111 East 14th Street, Oakland, CA 94606
533-2321

Most Adult Education Schools and Community Colleges offer these courses too.

Books on Safety

A Sigh of Relief—The First Aid Handbook for Childhood Emergencies by Martin Green. New York: Bantam Books, Inc., 1977.

Standard First Aid and Personal Safety prepared by the American National Red Cross. Garden City, New York: Doubleday, 1973.

The TELEPHONE DIRECTORY—The new Survival Guide in the front section of your telephone book presents clear, concise first aid measures for the most common emergencies.

First Aid Kit

What to put in a first-aid kit
(be sure to keep the kit well out of the reach of children!):
Box of assorted bandages
3-inch sterile gauze squares
Roll of 2-inch sterile gauze
Roll of 1-inch sterile gauze
Roll of 1-inch adhesive tape
Absorbent cotton
Anti-bacterial soap
Hydrogen peroxide (to clean cuts, bites)
Scissors
Tweezers
Child's rectal thermometer
Baby aspirin or aspirin substitute
Bicarbonate of soda
Syrup of ipecac (to induce vomiting)
Activated charcoal (an absorbent substance given in poisonings)
Petroleum jelly

Emergency Names and Numbers

For fire and medical emergencies call: 911
in all Alameda County cities
(For Kensington and El Cerrito 237-3231)

In the event of a civil or national disaster, information may be obtained on the following radio stations:
KNBR (680) KCBS (740) KGO (810)

Poison Control Children's Hospital 428-3248

Parents should never hesitate to call upon emergency assistance (911) in the event of any medical emergency. You should, however, be aware that when an injured person is transported in an emergency ambulance, you will be billed for that service. In most cases, private insurance or medi-cal will reimburse you for this expense.

Parents should also be aware that in cases of a *real emergency*, a child will be taken to the *nearest* emergency hospital and not necessarily the hospital of your choice. This should not keep you from using these services—the personnel is trained to assess the immediate situation and seek out the most appropriate service.

Suicide Prevention & Crisis Intervention of Alameda County, P.O. Box 9102, Berkeley 94709
Northern Alameda—849-2212
Southern Alameda—889-1333
Contra Costa—939-3232
(24 hour service)

Free telephone counseling available for when life seems hopeless. Staffed by dedicated volunteers, this organization also runs a support group for people who have attempted suicide. It has a bereavement program for those who are suffering from the sudden death of a friend or family member. SPAC's business number is 848-1515

Emergency Hospitals—Open 24 hours each day

- *North County*

  Berkeley

Herrick Hospital, Dwight Way & Milvia Street
845-0130

Alta Bates Hospital, 3001 Colby Street
845-7110

Alameda

Alameda Hospital Emergency Care, 2070 Clinton Avenue
523-4357

Oakland

Highland General Hospital, 1411 E. 31st Street
534-8055

Childrens Hospital, 51st and Grove Streets
428-3240

Providence Hospital, 3100 Summit Drive
835-4500

Merritt Hospital, Hawthorne Avenue and Webster Street
428-5000
652-4673 (TTY)

Kaiser Hospital, 280 W. MacArthur Blvd.
428-5000, 652-4673 (T.T.Y.)

■ *South County*

Castro Valley

Eden Hospital, 20103 Lake Chabot Road
537-1234

Fremont

Washington Hospital, 2000 Mowry Avenue
797-1111

San Leandro

Vesper Memorial Hospital, 2800 Benedict Drive
357-6300

Hayward

St. Rose Hospital, 27200 Coloroga
782-6200

Kaiser Hospital, 27400 Hesperian Blvd.
784-5151

Livermore

Valley Memorial Hospital, 1111 E. Stanley Blvd.
447-7000

Family Emergency Hotlines

Alameda County 24-hour Information & Referral
North County—451-0800
South County—487-0500
Valley—829-3100
TTY—538-4515

Alameda County Child Abuse & Neglect 24-Hour Response Unit, 2300 Fairmont Drive, San Leandro 94578
483-9300 (call collect from pay telephone)
This is the free Alameda County unit which investigates reports of abuse, neglect, or sexual molestation of children. A social worker is available to respond in two hours to emergency calls.

BAWAR (Bay Area Women Against Rape)
845-RAPE

Hotline, Inc.
828-HELP (24 hour CRISIS LINE)

National Runaway Switchboard (24 hours)
(800) 621-4000
This is a toll-free message clearinghouse for contact between parents and children. Referrals are also given to children who need a place to stay.

Parental Stress Hotline
Oakland/Berkeley—655-3535
Livermore Valley—449-7124
Fremont/Union City/Hayward—487-0622
Every parent needs these numbers.

Valley Connection, Inc.
449-1199
People can call this number 24 hours a day for free support and referral for any and every daily problem.

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WINGBOW PRESS

ISBN 914728-33-4

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